

**USING INFORMATION GAP ACTIVITIES TO IMPROVE  
THE SPEAKING SKILLS OF GRADE VIII STUDENTS  
AT SMP N 7 YOGYAKARTA**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of  
*a Sarjana Pendidikan Degree in English Language Education*



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2014**

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**A Thesis**

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## PERNYATAAN

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 03 Juli 2014

Penulis,



Ana Yupika Putri

## MOTTOS

### **DREAMS DON'T WORK UNLESS YOU DO**

*\_John C. Maxwell\_*

*Making mistakes simply means you are learning faster*

*\_Weston H. Agor\_*

*It does not matter how slow you go, as long as you do not stop*

*\_Confucius\_*

## DEDICATIONS

**This thesis is dedicated to my beloved parents, Bapak Sumardjo  
and Ibu Sriyati,  
for their endless love, support and encouragement**

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Yogyakarta, July 2014

Ana Yupika Putri

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**ABSTRACT**

The objective of this research was to improve the speaking skills of grade VIII students by using information gap activities.

The research was conducted in two cycles, held for four meetings in the first cycle and two meetings in the second cycle. The data were quantitative and qualitative. The qualitative data were obtained through observations and interviews. The data were in the form of field notes and interview transcripts. The quantitative data were obtained from tests (the pre-test, the progress test, and the post-test). The actions implemented in this research were applying information gap activities in the learning process, using classroom English during the teaching learning process, improving students' vocabulary, retelling a story in front of the class, and giving rewards to the best performance.

The result of the research showed that the use of information gap activities was able to improve the students' speaking skills. The students were more confident to speak in English. They could retell the story fluently and their vocabulary also increased. Furthermore, the students were actively engaged in the teaching learning process. They were enthusiastic in doing the activities and their motivation also improved. Based on the quantitative data, the students' mean score for the speaking skills improved from 1.36 in the pre-test to 3.06 in the post-test.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problems**

Since English becomes the international language, the needs of mastering it become more significant. As many things involving English, everyone tries to learn it especially for the needs of global communication. Indonesia is one of countries involved in the global communication. Therefore, English becomes crucial to communicate in many things, like business, education, politics, social relationship, and many other aspects. The needs of English can be seen from the education curriculum in Indonesia where English is included as the lesson in the School-Based Curriculum for junior high schools.

There are many ways to do communication. One of them is through speaking. Speaking is one of the English skills that has a fundamental role in the communication. Since most communication is done through speaking, it has an essential function in the human life. According to the ministry regulation no 22 year 2006, the target of learning English in junior high schools is to communicate in both oral and written forms to solve the daily life problems.

In addition, the mastery of speaking is a priority for many foreign-language students. Therefore, the students sometimes reflect their success in language learning based on how much they have improved in their speaking (Richards, 2008: 19).

However, the importance of speaking is not always supported by the students' speaking ability in the real life. This condition also happened in SMP N

7 Yogyakarta. Based on the classroom observation and interviews with the English teacher and some students that the researcher had conducted, she found some problems related to students, the English teacher and the learning media. Many students could not express their ideas and opinions in English. They had to memorize their texts or just read them in the speaking class. They were hesitant, worried, and anxious if they had to speak and perform using English. Those conditions could happen because they did not have sufficient vocabulary, they could not pronounce the words well and also lacked of confidence. Therefore, they were still not fluent enough to speak in English. Besides, during the observation many students were not paid attention to the teacher, they seemed unenthusiastic. Many of them were busy talking to their friends or doing another business instead of listening to their teacher.

In addition, the teacher did not really create communicative situations to the students. Although the teacher could deliver the materials well, she did not give enough opportunities for students to practice their speaking. Mostly, the activities were teacher-centred. The English teacher was the one who actively spoke and gave instructions to the students. Furthermore, the English teacher also did not make use of any learning media to support her teaching process. This situation made the students became more bored and exhausted of the same activities in the class.

Based on the phenomena above, the researcher tries to find an effective solution to improve the students' speaking skills. Speaking activities should provide sufficient time for students to practice the target language. The activities



also should motivate students, so that they can enthusiastically engage on learning process. The English teacher also need to contribute by giving the appropriate feedback that help students in the activity (Harmer, 1998: 87-88).

One of the speaking activities that promote the communicative situation is information gap activities. Information gap activities are useful activities in which one person has information that the others lacks. They must use the target language to share that information (Bailey, as cited in Nunan, 2003: 56). Using information gap activities are effective to create students' participation in speaking. As stated by Spratt, Pulverness, and Williams (2005: 35), sometimes students speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need.

In addition, the researcher chooses information gap activities to improve the students' speaking skills because information gap activities give opportunities for students to practice their speaking. The students must speak in order to be able to finish the task. Information gap activities also can make the teaching learning situation more interesting. The students are not just sitting and listening to the teacher's explanation, but they can interact with their friends and practice their speaking skills. Lastly, information gap activities may boost students' confidence and also motivation in speaking. Considering the problems above and also the benefits of information gap activities in improving students' speaking skills, it is necessary to conduct a research in SMP N 7 Yogyakarta.

## **B. Identification of the Problems**

Based on the classroom observation and interviews with the students and the English teacher, there are some problems that contribute to the students' low speaking skills. The problems are come from the teacher, the students and the media of learning.

The first problem is come from the students. There are some points that need to be concerned. First, students were lack of motivation and confidence when they were speaking. They remained silent and also passive in the speaking class. They were hesitant and worried when the teachers asked them to speak. Second, most students were lack of vocabulary. Students could not deliver their ideas and also comprehend the information well because they had very limited vocabulary. They also could not pronounce the words well. Third, since they rarely practiced their speaking, they could not speak fluently.

Meanwhile, from the teacher side, the teacher did not fully provide communicative speaking activities so that the students seldom got opportunities to practice their speaking skills. The teacher applied teacher-centered activities that make students felt reluctant to speak in English.

The last problem is derived from the learning media. Speaking activities will be more attractive and interesting if they are supported by the appropriate media to help the learning process. However, the teacher rarely used the media like pictures or videos in her speaking class. Therefore, the students may feel bored and unenthusiastic during the lesson.

### **C. Limitation of the Problems**

In reference to the background of study and identification of the problems, the researcher focuses on how the students' speaking skills can be improved by using information gap activities. To address the problems, the researcher asked a collaborator to help her during the research and also the English teacher as an observer in the teaching-learning process.

### **D. Formulation of the Problems**

Based on the identification and limitation of the problems above, the problem can be formulated as follows "How can information gap activities be used to improve the speaking skills of grade VIII students at SMP N 7 Yogyakarta?"

### **E. Objective of the Study**

The objective of the study is to improve the speaking skills of grade VIII students at SMP N 7 Yogyakarta by using information gap activities.

### **F. Significances of the Study**

The study has some benefits that can be defined into:

#### **A. Practical Significance**

1. For the English teacher, this study can enrich their techniques in teaching speaking skills.
2. For the students, through this study, they can improve their motivation to learn English, especially speaking.
3. For other researchers, this study can enrich their references if they want to conduct a research for the same and related topic.

## B. Theoretical Significance

Theoretically, this study provides contribution in giving knowledge of the way to improve speaking skills by using information gap activities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Related Theories**

This chapter will describe some theoretical descriptions on speaking and also information gap activities that support the study.

##### **1. The Nature of Speaking**

###### **a. The Definition**

There are many definitions related to speaking proposed by experts in language learning. Richards (2008: 24) states that speaking refers to the situations where the point is on what is said or done. The message is the central focus alongside with how they interact socially with each other. Thus, another definition said that speaking involves using speech to express meanings to other people (Spratt, Pulverness, and Williams, 2005: 34).

Another definition comes from Thornbury (2005: 09). Speaking requires the ability to cooperate in organizing the speaking turn. It also normally happens in real time. Thus, he also proposes that speaking consists of three stages: Conceptualization, Formulation, Articulation and also Self-monitoring.

From some definitions above, it can be concluded that speaking is the productive skill that needs participants to speak in order to interact and express their intention. It is not merely speak without any organization or ideas. It needs confidence and also competence in order to build a good communication with others.

## **b. Micro- and Macroskills of Speaking**

According to Brown (2004: 142-143), the microskills refers to producing the smaller chunks of language such as phonemes and morphemes. The microskills of speaking are presented below.

- 1) Producing chunks of language of different lengths.
- 2) Orally producing differences among the English phonemes and allophonic variants.
- 3) Producing English patterns, words in stressed and unstressed positions rhythmic structure, and intonational contours.
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- 6) Producing fluent speech at different rates of delivery.
- 7) Monitoring your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- 8) Using grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- 9) Producing speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Expressing a particular meaning in different grammatical forms.
- 11) Using cohesive devices in spoken discourse.

The macroskills refers to the larger elements such as fluency, discourse, function, and style. The list of macroskills presented as follows.

- 1) Accomplishing appropriately communicative functions according to the situation, participants and goals.
- 2) Using appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
- 3) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Using facial features, kinetics, body languages, and other non-verbal cues among with verbal language to convey meanings.
- 5) Developing and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

In order to have a good speaking ability, there are the micro- and macroskills that need to be acquired. Those skills must be achieved as the goals of teaching speaking in the classroom.

## **2. Teaching Speaking**

### **a. The Nature of Teaching Speaking**

Speaking is one of the English skills that should be mastered by the students in the language learning process. It becomes the skill to be mastered (Nation & Newton, 2009: 14). Richards (2008: 19) also states that the mastery of

speaking skills in English is a priority for many second-language or foreign-language students.

Teaching speaking should include students' participation. The students' participation and involvement can be created through various speaking tasks. Harmer (1998: 87) states that there should be a task to complete so that the students can use the language to complete and perform the task.

According to Richards (2008: 29), there are three core issues need to be addressed in planning speaking activities for an English class. The first one is determining the focus of the speaking skills. The second issue is identifying the teaching strategies to teach. Last, the teacher need to determine the expected level of the speaking task and the criteria that will be used to assess the performance.

#### **b. Principles for Teaching Speaking**

In teaching speaking, the teacher needs to consider some principles in order to make the activities fit to the students' needs. Bailey (as cited in Nunan, 2003: 54-56) mentions five principles for teaching speaking as below.

- 1) Be aware of the differences between second language and foreign language learning contexts. Speaking is learned in two contexts, foreign language and second language situations. The teacher must be able to determine the position of English, whether it is teaching English as a second language or teaching English as a foreign language.
- 2) Give students practice with both fluency and accuracy

In the learning process, students must be given enough opportunities to develop their fluency and accuracy. The teacher must provide students with



many fluency-building practices. Students also should know that making mistakes in learning new language is natural.

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Speaking activities should concern more on how to provide more time for students to practice their speaking. The teacher should wisely limit the speaking time and give more time for students to speak. Pair or group work activity is one of the ways to increase students' opportunities to speak in the target language during the learning process.

- 4) Plan speaking tasks that involve negotiation for meaning

Negotiation for meaning involves checking to see if students have understood what their friends have said, clarifying their understanding, and confirming that the students has understood their friends' meaning. By asking for clarification, repetition, or explanations during conversations, students get the people they are speaking with to talk to them with language at a level they can learn from and understand.

- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Speaking activities in the classroom should include both interactional and transactional purposes, because students will have to speak the target language in both transactional and interactional settings.

### **c. Difficulties in Teaching Speaking**

In the process of teaching learning activity, there are also some challenges for the teacher. As stated before, there are many things that affect students' low speaking mastery. There are many difficulties that students felt. According to Thornbury (2005: 39), the difficulties that the learner-speaker faces break down into two main areas:

- 1) Knowledge factors: the learner does not yet know aspects of the language that enable production.
- 2) Skills factors: the learner's knowledge is not sufficiently automated to ensure fluency.  
As a result, there may also be:
- 3) Affective factors, such as lack of confidence or self-consciousness, which might inhibit fluency.

There are some other reasons that make students cannot speak well in English. Harmer (2007: 345) states that the class mix, the topic, the organisation of the task, and also the reluctant students may become problems in teaching speaking.

Besides, according to Brown (2001: 269) one of the major obstacles students have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Furthermore, unlike reading or writing, speaking happens in real time where the person you are talking to is waiting for you to speak right then. You also cannot revise what you wish to say, as you can if you are writing (Bailey as cited in Nunan. 2003: 48).

Speaking as one of the English skills has its own characteristics and difficulties to be learnt. As stated earlier, speaking is a skill that may be noticed

first by people to decide whether you master certain language or not. Therefore, the teacher has a big challenge to perform a good teaching process in order to make students to have good speaking ability.

#### **d. Teaching Speaking for Junior High Schools**

According to the content standard of curriculum 2006, the teaching of English in junior high schools has three goals for the students. The first goal is to develop the communication competency in both oral and spoken forms to achieve functional literacy level. Second, teaching speaking is aimed to make students have awareness related to the importance of English to improve the nation's competition in the global society. The last goal is to develop the students' understanding about the relation of language and culture. From the three goals mentioned, one of them stated that oral communication is one of the aspects that need to be achieved by junior high school students.

Besides, based on the ministry regulation no 22 year 2006, there are some basic and standard of competencies of speaking that needed to be learnt by junior high school students. One of the competencies is shown in the table below.

**Table 1: One of the Standard of Competence and the Basic Competence of Speaking in the Second Semester of Grade VIII Students**

<b>Standard of Competence</b>	<b>Basic Competence</b>
<i>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</i>	<i>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</i>

(Continued)

(Continued)

Standard of Competence	Basic Competence
	<p><i>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.</i></p>

From the table above, it can be concluded junior high school students must be able to express orally the meaning of certain texts like recount and narrative to interact with the their surrounding environment appropriately. Thus, the students are required to have good speaking skills to be able to achieve the competencies.

#### **e. The Roles of The Teacher in Teaching Speaking**

As stated by Brown (2001: 347 – 348), the teacher has some different roles during the speaking activities.

##### **1) Prompter**

The students sometimes cannot think of what to say next or in some way lose the fluency. The teacher may be able to help them by offering suggestions. If it can be done supportively, it will stop the frustration that some students feel when they come to a dead end of language or ideas.

##### **2) Participant**

The teacher should be good animators when asking students to produce a language. At other times, however, the teacher may want to participate in discussions or role-plays themselves. Thus, the teacher can prompt covertly,

introduce new information to help the activity along, ensure continuing student engagement and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much.

### 3) Feedback Provider

When students have completed an activity, it is vital that the teacher allows them to assess what they have done and that the teacher gives the feedback on the good things the students have done.

### **f. Assessing Speaking**

The assessing activity is always done to know the students' improvement in the given lesson. It can be done at the beginning and at the end of the lesson. According to Thornbury (2005: 127), there are two ways in giving speaking score. The first scoring is called holistic scoring where it gives a single score on the basis of an overall impression. It has the advantage of being quicker and is probably adequate for informal testing of progress. Then, the second way is called analytic scoring. It gives a separate score for different aspects of the task. Though analytic scoring needs more time, it compels testers to consider a variety of factors, and if the factors are well-chosen, is probably fairer and more reliable.

Thornbury (2005:125) explains that a test of speaking is time-taking and not easy. The teacher needs much time to test every student's performance and sometimes every tester needs to find right criteria to be used. Thus, he also gives an example of criteria used in CELS test. There are four categories: grammar and

vocabulary, discourse management, pronunciation, and interactive communication.

In grammar and vocabulary, the aspects to be considered are the accuracy and appropriateness of syntactic form and vocabulary. For discourse management, the thing to consider is the ability to express ideas and opinions in the coherent and connected speech. Then, the comprehensible utterances like sounds production and appropriate linking words are the focus of pronunciation. Last, interactive communication refers to the ability to interact and to respond appropriately and at the required speed and rhythm. The different criteria are proposed by Brown (2004: 172-173). He mentions six oral proficiency scoring categories: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

### **3. Information Gap Activities**

#### **a. The Definition**

Information gap activities are useful activities in which one person has information that the other lacks. They must use the target language to share the information. This definition is supported by Thornbury (2005: 80) as he states that there is a knowledge gap that can only be bridged by using language. The students have to communicate in order to achieve the task outcome.

Richards (2006: 18) also states that information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess. According to Brown (2001: 185), information gap has two characteristics. The first one is that information gap focuses on the information

and not to language forms. Second, information gap prioritize the communicative interaction in order to reach the objective.

#### **b. The advantages**

Information gap activities help the teacher in the language learning process. Information gap activities are included in the communicative tasks that help the students to explore their skills. Morrow (as cited in Larsen-Freeman: 2000) says that activities that are truly communicative have three features in common: information gap, choice, and feedback. Information gap activities can also be used as speaking practices that reflect the daily conversation. The give-and-take exchanges of messages will enable them to create discourse that conveys their intentions in real-life communication (Richards & Renandya, 2002: 208).

Besides, using information gap activities are effective to create students' participation in speaking. The reason is ssometimes learners speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need (Spratt, Pulverness, and Williams, 2005: 35). Thus, information gap activities also can enrich the types of activity that can be done in learning process. It also makes the class more fun and interesting.

#### **B. Relevant Research Studies**

Some related studies show the significance of information gap activities in improving the students' speaking skills. One of them is analyzed by Asrobi et al (2013). They states in their experimental study of information gap activities and conventional technique. One of the findings shows that information gap activities

are more effective than conventional technique in teaching speaking. The experimental group was treated by using information gap technique, while the control group was treated by using conventional technique. The oral test was administrated to both experimental and control groups. The students were asked to speak about their unforgettable experiences or make a description about a place and a person maximally 3 minutes. Then, the result showed that there is a difference in the mean scores of the two groups. It shows that information gap is more effective than conventional group for teaching speaking for students.

Sugiarti (2014) conducted an action research study for vocational students by using information gap activities to improve the students' speaking skills. The result showed that information gap activities were effective to improve the students' speaking skills. This can be seen from the students' mean score of speaking before and after the actions. The score rose from 17.81 in pre test into 28.54 in post test.

Another research study is done by Astuti (2011). She implemented information gap activities and other accompanying actions to improve the students' speaking ability. The research was done in two cycles. The findings showed that the students' speaking ability was improved. The students also more confident, enthusiastic, and active in doing activities during the teaching learning process.

### **C. Conceptual Framework**

English is one of the important communication tools in the globalization era. It has become a tool for international communications in many aspects such



as in the technology, tourism, and education. As globalization influences many aspects in life, the importance of English also becomes stronger. One of the examples is the importance of English in education. Therefore, nowadays many countries especially non English speaking countries like Indonesia take English as one of their compulsory lessons in the school curriculum.

Speaking as one of the English skills is considered as an important skill that must be mastered by the students. It is a skill that many people will notice first if they master a language. Beside its importance as a skill that needed the most to communicate, speaking also becomes the skill that often needed as a requirement when people want to propose a job or to have higher education.

However, the implementation of teaching learning process in the field is not always goes well. One of the examples is the English learning process in SMP N 7 Yogyakarta. Many problems make the teaching learning process of speaking do not run well as expected. The problems usually come from both the students and the teacher. The students were lack of confidence and motivation in the speaking classroom. They were embarrassed and hesitant when they had to speak in English. Meanwhile, the teacher as a facilitator should provides an attractive and communicative teaching process so that the students have more opportunities to speak. The teacher also has to provide many interesting teaching techniques in order to increase the students' motivation to speak.

One of the communicative ways to teach speaking is by using Information gap activities. Information gap activities are activities where two speakers have different parts of information. Thus, the speakers need to communicate the

information they have in order to have the complete information. They are interactive activities that can help students to practice their speaking. Thus, information gap activities could be done both in pairs and in groups. Usually the speakers will do a conversation by giving and taking the information they need.

Regarding the review literature of information gap activities, the researcher tried to apply information gap activities to improve the speaking skills of the students in SMP N 7 Yogyakarta. By implementing information gap activities, the researcher expected that the speaking skills of grade VIII students at SMP N 7 Yogyakarta can be improved.

#### **D. Hypothesis**

Based on the conceptual framework, the researcher proposes that information gap activities can improve the speaking skills of grade VIII students at SMP N 7 Yogyakarta

### **CHAPTER III**

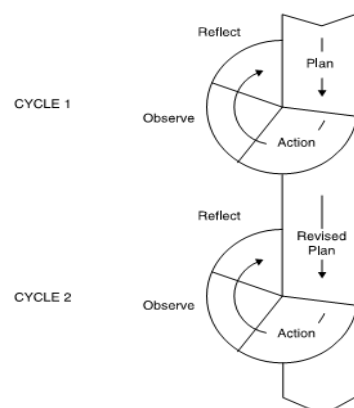
#### **RESEARCH METHODS**

This chapter presents the methods used in this research. They are consisting of the research design, the subjects of the research, the research setting, the procedures of the research, the instruments of the research, the data collection techniques, technique of the data analysis and the research validity and reliability. Each of the point will be explained as follows.

##### **A. Research Design**

The type of this research is action research. Action research is an action done mainly by teachers in order to improve the teaching learning process in her or his own classroom context. Action research consists of some stages that reflect the process of the actions. In this research, the researcher formulated problems related to the students' speaking skills. Then, she took the actions to solve the problems.

In improving the students' speaking skills, the researcher uses an action research that consists of four steps as proposed by Kemmis and McTaggart (in Burns, 2010: 7-8).



**Figure 1: Action Research Cycles by Kemmis and McTaggart**

Based on the model above, the first step to be done is planning. The researcher formulated some problems that were found in the class. Then, after planning the actions, the researcher took actions to solve the problems. While taking actions, the researcher also observed the teaching learning process to know the effect of the actions. This is also the stage where the researcher collected information as much as possible related to the implementation of the actions. The last step was reflection where the researcher evaluated and reflected on what she had done. In this research, the researcher used information gap activities to improve the speaking skills of grade VIII students in SMP N 7 Yogyakarta.

### **B. Subjects of the Research**

The subjects of the research are students of class VIII B in SMP N 7 Yogyakarta. The total students are 34 that consist of 16 male and 18 female students. The researcher chose VIII B as the subject because the English teacher said that the students of VIII B have problems in speaking. The

researcher also did a classroom observation and interviews with the English teacher and the students of VIII B. The result showed that there were some problems in their speaking skills. Therefore, based on the observation and interviews with the English teacher and the students, the researcher decided to use VIII B students as her research subject.

### **C. Research Setting**

The research was conducted in SMP N 7 Yogyakarta. This school is located in Jalan Wiratama No 38 Yogyakarta. It consists of 18 classes that are supported by good facilities in each class like cctv and lcd. Thus, the school also has many other facilities to support the teaching learning process such as a computer room, language and science laboratories, and a library. This research is carried out from February – April in the second semester of the academic year of 2013/2014.

### **D. Procedures of The Research**

Using the action research's model of Kemmis and McTaggart, this study consists of four steps in each cycle as follows.

#### **1. Planning**

In this step, the researcher identified problems by doing classroom observation. The researcher also conducted interviews with both the English teacher and the students to gain more information related to the problems in the class. The researcher and the English teacher then discussed the problems in the speaking skills and the best way to solve them. To improve students' speaking skills, the researcher and the English teacher agreed to use

information gap activities. In addition, the researcher also prepared the teaching kits, like course grids and lesson plans based on the curriculum of the school. Then, the researcher and also helped by the collaborator decided the activities in implementing information gap activities to teach speaking skills for grade VIII students in SMP N 7 Yogyakarta.

## 2. Action

After planning the activities, the researcher and the collaborator took actions by implementing information gap activities in the teaching learning process of speaking. The actions were implemented until there was an improvement on students' speaking skills. The actions were done in two cycles consist of four meetings in the first cycle and two meetings in the second cycle. During the actions, the collaborator and the researcher observed the teaching learning process.

## 3. Observation

While doing the actions, the researcher and the collaborator observed the students and the teaching learning process to reflect the implementation of information gap activities. Besides, this phase was also used to collect as much as information to know the effects of the actions and to find out the problems that might be occurred in the learning process. To gain the information, the collaborator made field notes, took pictures and recorded the students' performance. Besides, the researcher also interviewed the English teacher, the collaborator and the students to get their opinions regarding the teaching learning process.

#### 4. Reflection

In the reflection phase, the researcher evaluated and reflected on the implementation of the actions. The researcher and the collaborator analyzed the problems in the actions and found the solution to improve the teaching learning process in the next cycle.

#### **E. Instruments of the Research**

In this research study, the researcher used classroom observation, observation checklists, interview guidelines and a speaking rubric. Field notes were used to record the teaching learning process in the classroom. The collaborator could make some notes related to the situations that could not be noticed by the researcher during the teaching learning process. From the field notes, the researcher and the collaborator found the problems and weaknesses of the actions. Besides, they also could see the students' progress in every meeting.

Thus, observation checklists were used to check the researcher's way of teaching and implementing the technique. The observation checklists were completed by the collaborator by giving a tick to the statements describing the teaching learning process which had been conducted. Meanwhile, the interviews were conducted after the class ended. The researcher used interview guidelines to keep the discussion on the right topic.

Besides, the researcher used the speaking rubric to assess the students' speaking skills. It was used to know the students' speaking skills before and after the implementation of information gap activities. It was used in the pre-

test, the progress test and the post-test. To collect the data, the researcher used a camera and a recorder to take pictures, record students' speaking performance and also do interviews.

#### **F. Data Collection Techniques**

The data were in the form of qualitative data and supported by quantitative data. The quantitative data were taken from the description of teaching learning activities and also from the interviews with the collaborator and the students. Meanwhile, the quantitative data were derived from the students' speaking scores in the pre-test, the progress test and the post-test. In gaining the data, the researcher used some data collection techniques as follows.

##### **1. Observation**

Observation allows researcher to record any information, interaction and situation that happened in the class to gather data. Burns (2010: 67) states that some observations are in the written form by using descriptive and narrative style. They are used to record the teaching learning process, such as the physical layout, verbal and non-verbal information, the structure of the groups, or the sequence of activities. Thus, the researcher observed the teaching learning process including the students and their responses and also the problems that might be appeared during the implementation of the activities in the class. She used field notes and observation checklists to record all of them.



## 2. Interview

Interview is a popular technique for collecting qualitative data. Its purpose is to conduct a conversation that explores the researcher's focus idea (Burns, 2010: 74). Thus, the researcher conducted interviews with the English teacher, the collaborator, and the students to find out their reactions, responses, suggestions, opinions, and expectations regarding the implementation of the technique.

## 3. Test

As stated by Brown (2001: 384-385), a test is a method to measure a person's ability or knowledge in a given domain. The researcher used a test to know the improvement of students' speaking skills before and after using information gap activities. The test was conducted three times included one pre-test, one progress test and one post-test. To test the students' speaking skills, the researcher asked them to retell a story based on certain pictures.

## **G. Technique of the Data Analysis**

The researcher used both qualitative and quantitative data in the research. To analyze the qualitative data, the researcher used the stages of data analysis proposed by McKernan (as cited in Burns, 1999: 157-160) that consist of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

The first stage is assembling the data. The researcher collected the data she got from the observation and interviews in the form of field notes and

interview transcripts. Then, the researcher scanned the data to analyze them more deeply in the next stage. In the coding data stage, the data are categorized and the amounts of data are reduced to be more specific. After categorizing the data, the next stage is comparing the data. The researcher compared the data to see whether the themes or patterns are repeated or developed across different data gathering techniques. Thus, the next stage is building interpretation in which the researcher interpreted the data after went through the previous stages. The final stage is reporting the outcomes. The researcher must present the data and make sure that the findings and outcomes are well supported by the data.

Meanwhile, the researcher used Microsoft excels to analyze the quantitative data. The program was used to find out the mean scores of each speaking aspect. Thus, the result of the analysis is used to find out the improvement of the students' speaking skills.

## **H. Research Validity and Reliability**

In an action research, validity is an important part that can be denied. In doing the research, the researcher has to prove the validity of the research. Anderson et al (as cited in Burns, 1999: 161-162) mentions five criteria of validity as follows.

### **1. Democratic validity**

This validity relates to how the researcher can be collaborative and allow other parties like the teacher and students to give their opinions related to the research. To gain the validity, the researcher let the teacher and the

students take part in the research process. The researcher considered the opinions of the English teacher and the students on the learning process as an input of the research. The researcher discussed the activities in the classroom with the teacher first. Thus, the researcher also took consideration of students' opinion by interviewing them related to the learning process. These processes were done to get the better actions in the next cycle.

## 2. Outcome validity

This validity refers to the notion of actions leading to outcomes that are “successful” within the research context. To get this validity, the researcher tried her best to do all the research processes maximally in order to solve the problems and improve students' speaking skills.

## 3. Process validity

This validity refers to the dependability and the competency of the research. To achieve this validity, the researcher observed and recorded all the processes of teaching learning by using field notes. The researcher also conducted interviews with the collaborator and the students to get more data related to their opinions of the learning process.

## 4. Catalytic validity

This criterion relates to the researcher who allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In achieving this validity, the researcher allowed

the teacher, the collaborator and the students to give their responses after the class ended.

#### 5. Dialogic validity

This validity parallels the processes of peer review such as having dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with a collaborator or other practitioners. To gain this validity, the researcher had some dialogues with the collaborator and the English teacher. The dialogues were related to the implementation of information gap activities including the strengths and weaknesses to be improved in the next meetings.

Meanwhile, to enhance the trustworthiness of the research, the researcher used the triangulation of data. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999: 163). The researcher should use various data collection techniques and have many perspectives of different participants to decrease the subjectivity of the data. Thus, the researcher applied two types of triangulation data as stated by Burns (1999: 164) below.

##### 1. Time triangulation

The data are collected at one point in time or over a period of time to know the factors that are involved in the change processes. Thus, the researcher conducted the research from February 21<sup>st</sup> until April 11<sup>th</sup> 2014.

## 2. Investigator triangulation

This criterion means that there should be more than one observer is used in the research process. It is used to avoid the bias and provides checks on the reliability of the observations. To fulfill this criterion, the researcher asked the English teacher and the collaborator to observe the teaching learning process.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter is divided into three sections. The first section is the research procedures. The second section is the research process. The research was conducted in two cycles. The first cycle was conducted in four meetings. Then, the second cycle was done in two meetings. The last section is the research findings and discussion. This section discusses the findings of the research. The qualitative and quantitative data are also presented to support the discussion and findings of the research.

#### **A. Research Procedures and Findings**

In conducting the research, the researcher used some procedures. They are planning, action, observation, and reflection. In the planning phase, the researcher first identified the problems in the field by conducting classroom observation and interviews with the English teacher and the students. After listing all problems, the researcher limited the problems to be solved and planned some actions to address the chosen problems. Thus, the researcher did the actions to solve them. She implemented information gap activities to solve the problems in order to improve the students' speaking skills. While carrying out the actions, the researcher and the collaborator observed the teaching learning process. The observation was done to know the process of teaching learning process. It was also used to know the students' responses toward the learning process.

Lastly, together with the collaborator, the researcher reflected the actions in every meeting. She discussed the learning process, the students' performance, and also the other problems that might be appeared during the implementation of information gap activities.

### 1. Identification of Field Problems

The identification of the problems was based on the classroom observation and interview with the English teacher. The observation was done on January 21<sup>st</sup> 2014. The teaching learning process could be seen from the vignette. It was presented as follows.

**Table 2: The Vignette of the Teaching Learning Process of VIII B**

No	: FN. 01
Date	: Friday, January 21 <sup>st</sup> 2014
Place	: VIII B
Time	: 10.00 a.m.
Activity	: Classroom Observation
Respondent	: R : Researcher
	ET : English Teacher
	Ss : Students
<p>R came to the school and met ET in the teacher office. R said as promised before that she wanted to observe the teaching-learning process of class VIII B. Then, they together went to class VIII B. The class started at 10 a.m. ET began the class by greeting her students and checking their attendance. After doing that, ET started her materials by asking about the students' experiences during the school holiday. Some students looked enthusiastic when they answered the question. some of them used bahasa Indonesia to answer it. ET tried to listen to each answer and initiate a dialogue by asking more questions to some students who answered the questions.</p> <p>After some short questions and answers about holiday, ET gave an example of her holiday experience in Baturraden. She showed her pictures in Baturraden with some other teachers in the slide show. After that, she showed a text about Baturraden. She read aloud the text while the students looked at it. After finishing her reading, ET asked Ss about the information of the text, when did it happen and how many events that occurred.</p>	

*(Continued)*

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Next, she asked Ss to show the generic structure of recount text. Some students answered the questions. After discussing the information and the structure of the text, ET asked Ss to have a conversation with their partner. ET guided Ss by providing the questions that would be used by them, such as: where did you go, when did it happen, what did you do, and how did you feel. After that, she gave an example on how to do a conversation by using her Baturraden text. **Some students listened to the explanation but some others, especially students who were sitting in the back, they were busy talking to each other and did not listen to the explanation.**

After giving an example, ET asked Ss to also report their partner story in front of the class. **However, many students seemed confused with the instruction. So, ET repeated her instruction again by using bahasa Indonesia.** She read aloud the questions and asked Ss to repeat after her. ET also gave an example again to make Ss understood. **However, she just gave the example orally. She did not use any picture or text to support the example.** After giving more explanations, Ss finally began their activities. As Ss doing the task, ET was walking around the class to help Ss in doing the task. After sometime, ET asked Ss to finish their work and then perform in front of the class.

**However, none of Ss wanted to perform. They said that they had not fully memorized their story. They looked hesitant to perform in front of the class.** Finally after a short time, there was a student who wanted to perform. **She could tell her story until the end though there were still many pauses and also hesitation. She also had poor pronunciation with limited vocabulary.** Then, after one student performed, the others also came in front of the class to perform their story. The rest of the time was spent to see the students' performance. There were for about 15 students who had performed. **Most students were hesitant and could not deliver their story fluently.** Furthermore, there was no media, like pictures to help them in making the story. The class ended at 11.20 a.m. ET ended the class by saying see you next week.

## 2. Determining the Research Problems

Based on the vignette above, the researcher identified some problems in the teaching learning process. First, most students were hesitant and not confident to speak in English. They seemed shy to perform in front of the class. Thus, most students were busy talking to their friends instead of listening to the explanation. It proved that they were less enthusiastic and felt



bored in the class. They also had very limited vocabulary so that they found it difficult to retell their story. Moreover, the teacher did not give enough opportunities for students to practice their speaking. Most of the activities were teacher-centered. The teacher was the one who actively talking to the students. In other words, most of the students were passive and just listening to the teacher's explanation.

After doing the observation, the researcher interviewed the English teacher and the students to find the problems in the field related to the students' speaking skills. Based on the observation and interviews, there were some problems related to the speaking skills of grade VIII student. The problems could be seen as follows.

**Table 3: Field Problems Related to the Speaking Skills of Grade VIII Students in SMP N 7 Yogyakarta**

No	Field Problems	Code
1.	The students were lack of confidence to speak	S
2.	The students were lack of motivation to speak	S
3.	The use of learning media was limited	M
4.	Most students were hesitant to speak	S
5.	The students could not pronounce words correctly	S
6.	The students had limited vocabulary	S
7.	The teacher had not provided enough opportunities for students to practice speaking.	T
8.	The teacher dominated the class.	T
9.	Almost all students still used bahasa Indonesia and bahasa Java to speak in the English class.	S
10.	The students had difficulties to express ideas orally	S

**T : Teacher   S : Student   M : Media**

Thus, based on the field problems above, the researcher tried to select and focus on some field problems based on the urgency to be solved. They are presented below.

**Table 4: The Field Problems to Solve**

No	Field Problems	Code
1.	The students were lack of confidence to speak	S
2.	The students were lack of motivation to speak	S
3.	The students had limited vocabulary	S
4.	Most students were hesitant to speak	S

Based on the field problems to solve above, the researcher needed an activity that was appropriate. The activity should be able to encourage the students to speak. It also should give the students more time to practice their speaking in order to make them more confident and motivated to speak in English. Thus, the researcher also discussed the problems and the solutions to overcome them with the English teacher and the collaborator.

## **B. Research Process**

The actions in the research were conducted in two cycles. Each cycle consist of the same procedure starting from planning, action, observation, and finally reflection. Thus, each step in every cycle will be presented below.

### **1. Report of Cycle 1**

#### **a. Planning**

Considering the problems above, the researcher tried to plan activities to solve the problems in the teaching learning process. The researcher planned

to apply information gap activities to improve the students' speaking skills. Thus, the action plans can be explained below.

a. Using classroom English during the teaching learning process

The researcher planned to use classroom English in the teaching learning process. This was aimed to make the students get used of the language and encourage them to speak in English. She planned to use classroom English to open the lesson, give instructions, give materials, give feedback, and close the lesson. Based on the interview with the English teacher, she found it difficult to give instructions to the students since they usually did not understand them until the English teacher repeated the instructions for several times. Therefore, the researcher would try to use English in giving instructions to make the students accustomed with the language.

b. Applying information gap activities

The focus of Cycle 1 was to improve students' speaking skills by using information gap activities. The researcher planned to apply information gap activities in the two meetings. The students would work in pairs and in groups to complete a story. Each student had the same opportunity to speak by sharing their story to the other friends. In turn, they also learnt to understand what their friends told. Since each of students had different pieces of information, they would give their best to retell and listen to the story. In the end, they had to complete the blank parts, arranged a story and finally made the complete version of it.

c. Retelling a story in front of the class

To know the students' speaking improvement, the researcher would ask students to retell a story in front of the class. The retelling story would be performed in a group. Thus, every student would retell some parts of the story. This activity would be done in the independent construction stage in the end of cycle.

d. Improving students' vocabulary

Based on the observation, the researcher found that almost all students had low mastery of vocabulary. Furthermore, they also had very poor pronunciation. Therefore, the researcher planned to give some vocabulary related to the materials and also the pronunciation on how to read it in every meeting. She hoped that by giving them, the students would be able to increase their vocabulary and pronunciation.

**b. Actions and Observations**

Cycle 1 was carried out in four meetings, the schedule can be seen from the following table.

**Table 5: The Schedule for Cycle 1**

Meeting	Day and Date	Time	Material
1	Friday, February 21 <sup>st</sup> 2014	2 x 40 minutes (09.00 a.m.–10.20 a.m.)	<ul style="list-style-type: none"> <li>- The narrative texts entitled "The Emperor New Clothes and "Jack and The Beanstalk"</li> <li>- The theory of narrative text and past tense</li> </ul>

(Continued)

(Continued)

Meeting	Day and Date	Time	Material
2	Wednesday, February 26 <sup>th</sup> 2014	2 x 40 minutes (09.20 a.m.–10.40 a.m.)	- The narrative texts entitled “ <i>A Father Learns a Lesson From His Son</i> ” and “ <i>A Tale of Two Cities</i> ”
3	Friday, February 28 <sup>th</sup> 2014	2 x 40 minutes (09.00 a.m.–10.20 a.m.)	- A narrative text entitled “ <i>Romeo and Juliet</i> ”
4	Wednesday, March 5 <sup>th</sup> 2014	2 x 40 minutes (09.20 a.m.–10.40 a.m.)	- A narrative text entitled “ <i>Romeo and Juliet</i> ”

The activities in Cycle 1 were focused on the way to improve the students’ speaking skills. It was also aimed to provide more time for students to practice their speaking. In this cycle, the researcher acted as a teacher, the collaborator was the collaborator and the English teacher became an observer. All data from Cycle 1 were collected from the class observation, interviews, and the students’ speaking scores. The further information about the activities in Cycle 1 could be seen in the following explanations.

a. Using classroom English during the teaching learning process

The researcher used classroom English during the teaching learning process in all four meetings. She used it to start the lesson, from greeting, checking the attendance, and informing the learning activities. She also used classroom English to ask questions, to give instructions, to give feedback and to close the lesson. The use of classroom English in

Cycle 1 was effective enough to help the students improved their confidence to speak in English. Though they still used mix languages of Indonesia and English, they were confident enough by trying to use English when asking questions and expressing a simple phrase like thank you. It can be seen from the extract below.

Many Ss wrote or memorized their story. Some Ss also discussed the meaning of their story. Some others asked the meaning of some words, “Miss, *what is nobleman?*”. Then, R answered, “*you know it is someone who has a high status, usually he is rich.*”. Then, the student replied, “*o iya..Miss, tahu . . . thank you miss*”. (FN. 04, Friday, February 28<sup>th</sup> 2014: See Appendix D)

Besides boosting their confidence, the use of classroom English also motivated the students to speak English not only in the classroom but also outside of it. This can be inferred from the following interview transcript.

---

S : . . .  
 R : *Lalu kira-kira kalian jadi lebih suka buat speaking nggak? apa sama aja?*(So, do you think you like speaking more now? or just same?)  
 S : *Em..gara-gara meeting kemarin kan mbak, aku sama Nisa ngomong bahasa Inggris terus, sampai pulang .. hehe.* (Em, because of our last meeting, Nisa and I were speaking English all the time until we went home, Miss)  
 R : *Oh... gitu, bagus dong . . .* (Oh, is that so? that’s good)  
 S : . . .

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*(Interview transcript 12)*

b. Applying information gap activities

Information gap activities were applied in the 2<sup>nd</sup> and 3<sup>rd</sup> meetings. The activities were done in pairs and groups. The students worked together to finish the task. They also used their English to retell the given story.

The material of Cycle 1 was narrative text. The first meeting was on Friday, February 21<sup>st</sup> 2014. The first activity was started by doing discussion related to the pictures from famous fairy tale like *Snow White* and *Beauty and the Beast*. Many students answered the questions enthusiastically. Thus, the researcher showed a list of vocabulary with the pronunciation. The researcher asked students to read the words and repeat after her. The students seemed interested to pronounce each word. They obediently repeated the vocabulary after the teachers. It can be seen in the following extract.

. . . R asked Ss to pay attention to the vocabulary and the meaning. Then, R asked Ss to pronounce each word by repeating after her. "Okay, now how to read this word, servant?" R asked. Ss answered, "servaan". R said, it is 'sɜː.v ə nt. The students repeated it well, "sɜː.v ə nt". "Okay, good", R praised. The students were repeating it well. (FN. 02, Friday, February 21<sup>st</sup> 2014: See Apeendix D)

Next, the researcher gave the material of narrative text by playing a video. After watching the video, the researcher asked students to do the task in pairs. The students were enjoying watching the video as can be seen from the interview transcript as follow.

- 
- R : *Oke... boleh tanya – tanya, tadi pembelajarannya bagaimana?*  
(Okay, may I asking, what is your opinion about today' s learning activities?)
- S : *Ya asyik mbak, (It was enjoyable, mbak)*
- R : *Asyiknya kenapa? ( How it was enjoyable?)*
- S : *Em..yaa.. gimana yaa.. em.. ada videonya.. ada cerita, dongeng-dongeng gitu, ceritanya juga bagus mbak. (Em., how to say it.. em.. there were videos, stories, fairytales, the stories were also good).*
- R : . . .
- 

*(Interview transcript 06)*

Thus, the researcher played another interesting video for the students. For this activity, the researcher asked the students to complete a table by identifying the characters, the beginning and the ending of the story. Besides, she also gave explanations of a narrative text including the purpose, the generic structure and the simple past tense with the practice activity for students. Thus, because of the limited time, the researcher asked the students to continue their task at home. The researcher reviewed the materials they had learnt that day and she asked the students' opinion about the lesson. They seemed happy and enjoyed the lesson. The researcher ended the lesson and left the class.

The second meeting was held on Wednesday, February 26<sup>th</sup> 2014. In this meeting, the researcher applied one of the information gap activities. The researcher started the class by greeting the students and checking the attendance. Next, she reviewed the last meeting materials about the narrative text. After that, she discussed the last meeting task related to the simple past tense. The researcher asked some students to read their answers. Next, she discussed the answers together with other students in the class. The students participated in the discussion well.

After finishing the discussion, the researcher moved to the next activities. The researcher showed a list of vocabulary that would be used in the next materials. Then she asked the students to look at the vocabulary and repeat after her. The researcher also asked the meaning of each word to make sure that the students knew the meaning of the words. Thus, the



researcher gave the first information gap activities and asked the students to do it in pairs.

The students had to complete the blank passages of a story by having conversation in pairs. They could not look at their friend's sheet. They did that until the whole story was complete. While the students were busy, the researcher looked around the class to control the activity and also to help them if they found difficulties. This situation can be seen from the following extract.

R looked around the class to see students' activity. Some of Ss were still did not understand the instruction, so R explained it again by using bahasa Indonesia to make them understood. The researcher also helped Ss that asked about some difficult words by asking them to open the dictionary first. (FN. 03, Wednesday, February 26<sup>th</sup> 2014: See Appendix D)

After the students finished their story, the researcher discussed it with the whole class. She tried to involve the students by asking them to retell the story with her guidance.

After that, she gave the second information gap activities. She asked the students to make groups of five or six. Next, the researcher shared a story in some piece of papers to each group. She asked the students to complete the whole story by asking the students to share their own piece of story to the other group members. Then, she asked the students to present their story in front of the class. At first, there was no group who wanted to perform. The students were shy and not confident. They could not retell the story without read or memorize it first. This situation was presented in the following extract.

Then, R asked Ss to present their story in front of the class. At first, there was no group who wanted to perform. Ss said, “*tapi belum hafal miss, baca bolehkan*”. R said that it was okay to perform what they got and R also let Ss to use both Indonesia and English to retell the story. (FN. 03, Wednesday, February 26<sup>th</sup> 2014: See Appendix D)

The rest of the time was spent to see the students’ performance.

Before closing the lesson, the researcher reviewed the materials. She also evaluated the students’ performance on that day. Next, she said good bye and left the class.

The third meeting was conducted on Friday, February 28<sup>th</sup> 2014. The activity was using the information gap. After opening the lesson, the researcher asked the students to form six different groups. Thus, she gave some pieces of story based on the members of each group. Before discussing the story, she gave the vocabulary and the pronunciation to help students learn the story easier. Next, she asked the students to work in their groups. They were discussing the story they got.

After 15 minutes, the researcher asked the students to form a new group by matching the same color of their papers with the member of the other groups. Thus, the new group was formed. In the new group, the students were asked to retell their story to the group members. Most of the students did the activity seriously, just some of them who were busy talking about something that did not related to the materials. While walking around the class, she also helped the students who found difficulties in the activities. Though she had introduced the vocabulary of the materials,

many students had difficulties to understand the meaning of the story. This can be inferred from the following transcript.

- 
- R : Ok, terus apa lagi? Tadi ada yang susah nggak? (Okay, anything else? Did you find any difficulty?)*  
*S : Susahnya pas suruh ngomong, belum hafal. (The difficulty was when we were asked to speak. we had not fully memorized the story)*  
*R : Kan tadi udah dikasih waktu ..terus apalagi?(But I had already given you time, so what was the other problems?)*  
*S : Em..verb nya ada arti yang susah, sok sok lupa itu artine apa. (Em, there were some difficult vocabulary, I sometimes forgot the meanings).*
- 

*(Interview transcript 11)*

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Because the time was about to end, the researcher decided to do the performance in the next meeting. Thus, before closing the lesson, she reviewed the materials they had learnt that day. She also asked the students' opinion of that day lesson. The students found the activities were good because they could interact with their friends. It can be seen in the following transcript.

- 
- R : Gimana tadi belajarnya?(What did you think about our learning today?)*  
*S : Senang miss, menyenangkan. (Happy miss, it was fun)*  
*R : Senangnya kenapa? (What were you so happy about?)*  
*S : Iya seneng soalnya bisa kelompokan, bisa diskusi ma teman-teman. (I was happy because I can work in group, and discuss with my friends).*
- 

*(Interview transcript 14)*

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Next, the researcher closed the lesson by saying good bye to the students.

The fourth meeting was on Wednesday, March 5<sup>th</sup> 2014. This meeting was used to assess the students' speaking performance. As usual, the researcher greeted the students and checked the attendance. Thus, she

said that she would take the students' score. She asked students to work in their group. To help students memorize the story, the researcher gave the story back to the students again. After some minutes, she took it back and asked students to get ready. The performance was started from the first group. While one group was performing their story, the other friends had an activity to assess their friends' performance by giving scores in the given paper. This activity was done to make the students pay attention to the performance and not busy with their own activities. Thus, the time was spent to assess the performance from the students. Generally, the students improved their speaking ability. Though some of them still memorized or used notes in delivering the story, the students had increased their motivation, confidence and vocabulary during the teaching learning process of Cycle 1. The improvement of the students' speaking skills is also stated by the collaborator as follows.

---

*R : Reni, gimana penampilan siswa tadi? (Reni, what did you think about the students' performance?)*

*C : Em, mereka masih depend on the text nggak pake their own words. Tapi tadi suasananya lumayan kondusif, lebih tenang dibandingkan yang kemarin. Kesimpulannya sih, ya udah ada peningkatan dalam speaking mereka. (Em, they still depending on the text, they were not using their own words. But the class situation was conducive enough compared to the last meeting. To conclude, there was an improvement in their speaking)*

*(Interview Transcript 16)*

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c. Retelling a story in front of the class

The researcher asked the students to retell the story as their last stage. It was done in the end of Cycle 1. The students were asked to perform their discussion of the story. Every group performed the complete story with its right sequence. Thus, every member of the group had the same role. Each of them was responsible for retelling his or her part of the story. There were some difficulties that were found in the retelling story activity. Some students could retell the story well without using notes or their memory to retell the story. Some others still used notes to help them. The other students were not using notes anymore but they looked unnatural because they memorized the story. They did not use their own words, so they were lacked of expressions in retelling the story. In addition, some students still used inappropriate tenses. They sometimes made use of present instead of past tenses to retell their story.

Despite of they who had not delivered the story well, in general, there were some improvements in the students' speaking skills. During Cycle 1, the students were brave enough to speak in English. They increased their confidence. They were not shy anymore to come forward and perform in front of their friends. Furthermore, they got some new vocabulary to help them in retelling the story. Thus, the students were also able to minimize their hesitation. They were more fluent in delivering the story.

d. Improving students' vocabulary

In every meeting in the first cycle, the researcher always gave a list of vocabulary related to the materials to the students. She also gave the pronunciation and then practiced them with students. The students found it helpful for them. They said that they could get new words also with the right pronunciation of them. It can be seen in the following transcript.

- 
- S : . . .
- R : *Oke, terus apa lagi?* (Okay, anything else?)
- S : *Kalau enaknya itu bisa tahu kata-kata baru terus di ajarin gomongnya.* (The good thing is that I can know the new words, thus we were taught on how to read them).
- R : *Em, maksudnya pronunciation?* (Em, you mean the pronunciation?)
- S : *Heem, jadi bisa dikit-dikit.* (Yes, so I know a little bit).
- R : . . .

(Interview transcript 12)

- 
- R : *Oke, terus ada perubahan nggak, vocab kamu nambah nggak?* (Okay, then, is there any change, do your vocabulary increase?)
- S : *Nambah mbak ..*(It increases miss)
- R : *Pengucapannya juga bisa tadi?* (Then, can you also pronounce the words?)
- S : *Heem, unable ...* (Yes, unable)
- R : *Apa artinya unable?* (What is the meaning of unable?)
- S : *Tidak bisa* (Not be able to do something)
- R : *Good . . .*

(Interview transcript 14)

---

c. Reflection

After finishing Cycle 1, the researcher and the collaborator discussed the teaching learning process to make some reflections. The details of the reflection can be seen from the following explanations.

a. Using classroom English during the teaching learning process

The researcher used classroom English in doing some activities, like opening and closing lesson, giving instructions, and etc. Almost all students could comprehend the classroom language. However, there were some parts that students could not understand well, especially when it was related to instructions. The researcher needed to repeat her instructions twice and sometimes translate them in bahasa Indonesia to make students understood. In general, the students started to know and get used of the classroom English. They could understand and respond it.

b. Applying information gap activities

Information gap activities were applied in the 2<sup>nd</sup> and 3<sup>rd</sup> meetings. The activities were filling some blank passages in pairs and complete a story in groups. In general, the activities run well. The students got more opportunities to speak in English. They did the activities well. They completed the story with their pairs. They also comprehended the story and then retold it to the group members. They communicated to each other by sharing the story.

However, there were also some problems during the implementation of the activities. Because of students' low mastery of vocabulary, many students could not comprehend the text very well. They still needed extra time to understand the story since they did not know the meaning of some words. Another problem was that the students did not understand the instruction well. Since it was their first time to do

information gap activities, the students seemed a little bit confused with it. In this case, in the 2<sup>nd</sup> meeting when students were asked to share their story to the other members in the group, instead of sharing what they had, some students directly showed their text to the other friends. So, they were not really interacting with others.

In general, the implementation of information gap activities improved the students' involvement in the speaking class. The activities also gave students more opportunities to speak and interact with their friends.

c. Retelling a story in front of the class

In a group, the students performed the story they got in front of the class. It was done in the last stage at the end of the cycle. In general, every student could retell their part of the story. They also improved their confidence. They also used past tense in delivering the story. However, they were many things that needed to be improved. First, most students had low vocabulary, so they could not express their story well. Second, because of limited vocabulary, they used more bahasa Indonesia than English. Third, most of them still read and also memorized their story.

d. Improving students' vocabulary

In every meeting, the researcher always gave input of vocabulary and the phonetic transcription to the students. The students were good enough to comprehend the material. They found it helpful to get more vocabulary and be familiar with the right pronunciation of the words.



In the process of the teaching learning activities in Cycle 1, there were also some other problems that appeared. First, it related to the class management. The researcher found difficulty when she had to manage the students and make their attention focused on the learning process. Sometimes the researcher could not handle the students when they were in group especially when there was no English teacher in the class. Consequently, the class situation was crowded. Second, it related to the time management. The researcher could not finish the discussion in the second and the third meetings. Therefore, she needed one more meeting for production stage. Thus, these two problems would be addressed in the second cycle.

## **B. Report of Cycle 2**

### **a. Planning**

According to the discussion with the collaborator, the researcher determined to focus on the same problems found in Cycle 1. In Cycle 2, she decided to use the different activities of information gap. By implementing the same technique with the new activities, she expected to make the students had more chances to practice their speaking, and enjoyed the activities so that the students' speaking skills could be improved. The action plans of Cycle 2 could be seen below.

#### **a. Using classroom English during the teaching learning process**

The researcher planned to continue using classroom English in the teaching learning process. In this cycle, she planned to avoid the

translation especially in giving instructions. She planned to communicate more with the students by using English in order to make them get used of the target language and feel more motivated to speak in English.

b. Applying information gap activities

The researcher planned to apply information gap activities in all meetings in Cycle 2. Similar to Cycle 1, the activities would be done in pairs and in groups. The difference was the students would work with different members to make them interacted with the other friends. Thus they also had different types but same essence of information gap activities. The students still worked together by communicating the different parts of the story. By implementing the difference types of information gap, the researcher hoped the students would not feel bored and they could keep their enthusiasm high to practice their speaking. Thus, considering the problem of the class and the time management in Cycle 1, she would arrange the activities in the better way. She planned to make the activity fit in the given time. Thus, she wanted to give better assistance to the students in order to minimize the noise. By planning the actions, the researcher hoped that the problems could be solved.

c. Retelling a story in front of the class

The researcher still used retelling a story as the tool to evaluate the students' speaking skills. Similar to Cycle 1, the retelling story would be done in the group. Every student planned to retell their part of the story. The difference was the students were expected to retell the story without

bringing or memorizing the notes. Thus, they were expected to use their own words to retell the story fluently with the appropriate tense.

d. Improving students' vocabulary

In Cycle 1, the student had already improved their vocabulary. Thus, in Cycle 2, the researcher would use the same activity to improve the students' vocabulary so that they could get more new words. Besides, the students also found that the phonemic transcription help them to read the words. Hence, she also planned to keep teaching it to the students.

e. Giving rewards to the best performance

Based on the actions from Cycle 1, the researcher found that the students sometimes looked unenthusiatic and not interested in the learning process. Therefore, in Cycle 2 she tried to give rewards to make the students more motivated and enthusiastic in doing the activities. The rewards would be given in all meetings of Cycle 2.

**b. Actions and Observations**

Cycle 2 was carried out in two meetings. The schedule can be seen from the following table.

**Table 6: The Schedule for Cycle 2**

Meeting	Day and Date	Time	Material
1	Wednesday, March 19 <sup>th</sup> 2014	2 x 40 minutes (09.20 a.m. – 10.40 a.m.)	- A narrative text entitled “ <i>Panyalahan Village</i> ” and “ <i>Lutung Kasarung</i> ”

(Continued)

(Continued)

Meeting	Day and Date	Time	Material
2	Friday, April 11 <sup>th</sup> 2014	2 x 40 minutes (09.20 a.m. – 10.40 a.m.)	- A narrative text entitled “ <i>Keong Mas</i> ”

The activities in Cycle 2 still focused on the way to improve the students’ speaking skills by using information gap activities. The further information about the teaching learning process in Cycle 2 could be seen in the following explanations.

a. Using classroom English during the teaching learning process

The implementation of classroom English had improved the students’ motivation to speak in English. They could understand the teacher’s instructions to them. They were not shy anymore to speak in English. Their participation in asking and answering questions related to the materials also improved. It can be inferred from the following transcript.

. . . the teacher tried to ask the students again. Some students tried to answer it. “*em.. we can’t kill animal like that*”. Another student said, “*We must ask first before do something bad, like killing*”. They also had some different answers, “*itu miss, how to say, menuduh in English?*”. “*You mean accuse, a.c.c.u.s.e?*” The researcher replied. “*Em.. yes, we can’t accuse people emm.. or animal easily*”. (FN. 06, Wednesday, March 19<sup>th</sup> 2014: See Appendix D).

Thus, the researcher also minimized the translation of bahasa Indonesia. She just used it when the materials were very difficult to the students. If they found difficulties in some words, she asked them to open the

dictionary. If they still could not get the meaning, she would help them by giving the synonym, antonym or explain it in order to make students understood.

b. Applying information gap activities

Information gap activities were applied in all meetings in Cycle 2. The activities were done in pairs and groups. The students worked together to finish the task.

The material of Cycle 2 was still narrative text. The researcher used folklore in Indonesia as the theme. The first meeting was on Wednesday, March 19<sup>th</sup> 2014. The researcher began the class by greeting the students. Thus she presented some famous folklore pictures on the slide. She asked the students about the pictures and they answered the questions enthusiastically. Next, she displayed the vocabulary completed with the phonetic transcription. After introducing the vocabulary and the transcription, the researcher played a video entitled “Panyalahan Village”. The students were watching it seriously. Then, she displayed some comprehension questions related to the story in the slide. She asked the students to answer them. Later, she discussed the answer together with the students. Thus, the researcher moved to the information gap activity. The activity was done in pairs. The description of the activity could be seen as follows.

<p>R asked Ss to work in pairs by sitting face to face where student A faced the slide and student B faced student A. then, in turn each student read part of a story and retold it to another student who was not face the slide.</p>
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*(Continued)*

*(Continued)*

Thus, after understanding the story, student B must answer some questions that were also read by student A by writing them on the paper. This activity was done in turn.

(FN. 06, Wednesday, March 19<sup>th</sup> 2014: See Appendix D)

The students were actively doing this activity. Some students could deliver the story well, the other students also could respond and understand the story of their friends. On the other hand, there were also some students who looked confused with the story. They found difficulties in answering the questions given by their friends.

After they had finished the story of Panyalahan Village, the researcher invited the students to retell it. After sometimes, finally a student wanted to try. Although the student could not retell the story fluently, he could finish the story completely. He also very brave and confident to come in front of the class and retell the story. Then, another student came in front again. Different from the previous one, this student was able to retell the story better. She was fluent enough to deliver the story until the end. After two students had performed, the researcher invited another student to try. However, there was no response. So, she decided to end the class. Before that, she reviewed the materials that day and asked the students' opinion of the lesson. The students were happy with their activities that day. This can be seen in the following transcript.

---

*R : Gimana tadi kegiatan pembelajarannya hari ini? (What do you think about our learning activities today?)*

*S : Ya, menyenangkan, tadi udah bisa nyeritain lagi ceritanya. (It was fun. I could retell the story)*

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*(Continued)*

(Continued)

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*R : . . . (Interview transcript 17)*

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*R : Gimana pendapatnya tentang kegiatan hari ini? (What do you think about our learning activities today?)*

*S : Senang miss, tadi ceritanya bisa dimengerti. terus nggak bosen juga. (I'm happy miss, I could understand the story, and it was not boring).*

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*(Interview transcript 18)*

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After that, she closed the class by saying goodbye.

The second meeting was held on Wednesday, April 11<sup>th</sup> 2014. The researcher presented a list of vocabulary and asked the students to read the vocabulary first. Then, she discussed the meaning of each word with its pronunciation. Thus, the next activity was information gap activities. The description of the activity can be seen from the following extract.

R divided Ss into six groups based on the students' number. After that, R gave a paper to each group. She also gave the instructions of the activity to Ss. Each group needed to send a member. The member's task was to read a part of a story, memorize the story they had read, and then back to their groups and retold the story to the groups. The groups needed to write the story on the given blank paper. The actions were repeated until each group wrote the complete version of the story. (FN. 07, Friday, April 11<sup>th</sup> 2014: See Appendix D)

The activity was run for about 30 minutes. Thus, the researcher also gave the reward to motivate the students. Most groups did the task seriously, just some members of the groups that were busy talked to another member instead of doing the task. Some students also asked the meaning of some difficult words in the middle of their activities. After sometimes, she asked the groups whether they had completed the whole story. After the students replied that they had got all story, she asked the students in group to retell the story. She asked the students not to bring

any paper to help them in retelling the story. After sometimes, the researcher asked the groups to perform started from the first group. The activity run like that until the last group's turn to perform their story. Thus, after all groups had performed, the researcher gave a reward to the best group that presented the story very well. She ended the class by reviewing their activities and the students' performance that day. After that she left the class by saying good bye.

The activities in the last meeting were run well and smoothly. The students were actively engaged in the activity. They enjoyed sharing the story to their friends. Moreover, the researcher also gave a reward to the best group. Hence, the groups were very competitive to be the best. The class situation was also conducive, it just little crowded because of the students' activity. Thus, the success of the learning process can be seen in the following transcript.

---

*R : Gimana Ren, tadi kegiatannya?* (Ren, what do you think of today's activity?)

*C : Udah bagus kegiatannya. Murid-muridnya ngerjain tugas dengan baik, terus mereka aktif berinteraksi sama temannya. Suasana kelasnya juga kondusif tadi.* (It is already good. The students were doing the tasks well. Thus, they also actively interacted with their friends. The class was also conducive)

*(Interview transcript 21)*

---

c. Retelling a story in front of the class

Similar to Cycle 1, the researcher asked the students to retell the story as their performance in the last meeting of the cycle. Thus, the



students' performance was improved. They could retell the story well. Most students could speak fluently. Though some of them still memorized the story, they did not read their notes anymore. Some of them even could use their own words to retell the story. In addition, they were also more confident and not shy anymore to perform in front of the class. It can be inferred from the following interview transcript.

---

S : . . .  
 R : *Kalau dibandingkan dulu, kira-kira sekarang udah bisa retell belum?* (If compared to the past before our meetings, do you think you are able to retell the story now?)  
 S : *Iya miss. Terus pas cerita tadi juga nggak malu gitu.* (Yes, miss. Thus, I'm also not shy to retell the story).  
 R : *Oke, makasih ya.* (Okay, thank you).

(Interview transcript 17)

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S : . . .  
 R : *Terus ada perubahan dalam speaking kamu nggak selama kita ketemu beberapa kali ini?* (Then, is there any change you find during our several meetings?)  
 S : *Em, vocabnya nambah mbak, terus udah agak pede buat cerita.* (Em, my vocabulary is increasing, and I'm rather confident in retelling a story).  
 R : . . .

(Interview transcript 18)

---

S : . . .  
 R : *Terus selama kita ketemu beberapa meeting ini, kalau kamu ada peningkatan nggak dalam hal speaking?* (Thus, during our several meetings, is there any improvement in term of your speaking?)  
 S : *Iya mbak, jadi lebih lancar pas ngomong di depan, nggak terlalu terbata-bata gitu lagi.* (Yes, miss, I'm more fluent to speak in front of the class, and I could speak without many hesitations).  
 R : . . .

(Interview transcript 20)

#### d. Improving students' vocabulary

The vocabulary was given in every meeting of Cycle 2. During the implementation of the cycle, the students had improved their vocabulary.

They remembered many words related to the story. Though they still mispronounced some words, the students had tried to use them to retell the story. It reflected that the students had known and understood the meaning of the words. Thus, generally the students' vocabulary had improved. They already used a variety of vocabulary to help them to retell the story.

e. Giving rewards to the best performance

The researcher gave rewards to the students in the first and second meetings of Cycle 2. In the first meeting, she gave a reward to the students to motivate them to retell the story in front of the class. At first, there was no student who wanted to try. The researcher then promised to give something to the students who tried to retell the story. Finally a student wanted to try. This can be inferred from the following transcript.

R asked the students to try, but there were no students who came in front. R then said that she would give a chocolate to Ss who wanted to try. Some Ss looked hesitant to stand up. Finally, a student came in front of the class and started to retell the story. (FN. 06, Wednesday, March 19<sup>th</sup> 2014: See Appendix D)

By giving rewards, the researcher hoped to motivate the students to be brave and confident to speak in English. Thus, in the second meeting, she promised to give rewards to the group that performed the best. It was done to make the students more active and enthusiastic in doing the activity. It can be seen from the extract below.

Thus, to motivate the students, R informed that she would give rewards to the group that could retell the story the best. The students seemed happy with that. They were enthusiastically doing the task. (FN. 07, Friday, April 11<sup>th</sup> 2014: See Appendix D)

Thus, because of the rewards, the students' motivation to speak was improved. They tried their best to do the activity and to perform better than the others.

### **c. Reflection**

After finishing Cycle 2, the researcher and the collaborator discussed the teaching learning process to make some reflections. The details of the reflection can be seen from the following explanations.

#### **a. Using classroom English during the teaching learning process**

The students understood the use of classroom English very well. They had known the instructions and the other classroom language. Thus, the implementation of classroom English also had improved the students' motivation to speak. The students were actively engaged in the discussion. They enthusiastically answered or asked the questions related to the materials. Because of the discussion, the students' opportunity to practice their speaking also increased. They had more time to speak in English by actively taking part in the discussion. To conclude, students had much progress in their speaking skills.

#### **b. Applying information gap activities**

The information gap activities were successful to improve the students' speaking skills. The students enjoyed the activities during the teaching learning process. They worked with their friends excitedly. Thus, they were happy because they could communicate and interact by using

English. They seemed confident and not shy anymore to retell and present the story to their friends in front of the class. In their performance, the students were able to deliver the story fluently without reading their notes or memorizing the entire story, just a small number of students who were still hesitant to speak and still used their memorization to retell the story. In general, the students had improved their speaking skills. They carried out the task very well.

c. Retelling a story in front of the class

The students had performed their best in retelling the story. They had improved their speaking skills. They were not hesitant again to express their ideas. They were able to express their story fluently. Thus, they were also more confident and brave to perform in front of the class. Furthermore, many students did not read their notes anymore. They could retell the story by using their own memorization and their own words. Some students said that they did not find many difficulties in understanding the story. They said that they could retell the story and their confidence was also improved. It can be seen from the transcript below.

---

*R : Terus kesulitan nya apa tadi? (Is there any difficulty?)*

*S : Tidak susah sih mbak. (It was not difficult, miss).*

*R : Berarti udah bisa ngerti ceritanya makanya mulai bisa nyaritain? (So, you already understood the story, that's why you could retell it?)*

*S : Iya mbak, udah mengerti walaupun nggak semua. (Yes, miss. I started to understand the story though not all of them).*

*R : ...*

*S : ... Terus pas cerita tadi juga nggak malu gitu. (Thus, I am also not shy to retell the story)*

---

*(Interview transcript 17)*

d. Improving students' vocabulary

During the teaching learning process in Cycle 2, the students were able to increase their vocabulary. The students always interested when the researcher gave the vocabulary list and the pronunciation. Thus, they understood the words and the meaning well by using them in retelling the story.

e. Giving rewards to the best performance

The students were happy with the rewards. They were trying to do their best in doing the activities. They were so enthusiastic and competitive in doing the activities. Thus, the rewards were given to the brave students and the best group in retelling the story.

Based on the discussion above, it can be concluded that the actions of using information gap activities were considered successful to improve the students' speaking skills. Thus, the objective of the research was achieved. Therefore, the research team determined to end the research to this cycle.

### **C. Research Findings and Discussion**

The research was aimed to improve the students' speaking skills by using information gap activities. The actions were conducted in two cycles starting on February, 21<sup>st</sup> 2014 and ended on April, 11<sup>th</sup> 2014. Based on the result of the actions in Cycle 1 and Cycle 2, the researcher and the collaborator decided to end the research. The information gap activities were

successfully implemented and the objective of the research had been achieved. The research findings would be defined from the quantitative and qualitative data gathered during the actions. The qualitative data are from the classroom observation and interviews with the English teacher, the collaborator, and the students. The quantitative data are taken from the students' speaking score in the pre-test, the progress test, and the post-test. The researcher presented the following table to show the changes as a result of Cycle 1 and Cycle 2.

**Table 7: The Comparison of Cycle 1 and Cycle 2 after the Implementation of Information Gap Activities**

The actions	Cycle 1	Cycle 2
a. Using classroom English during the teaching learning process	In general, the students started to know and get used to the classroom English. They could understand and then respond the target language. The use of classroom English also increased students' confidence and motivated them to speak in English.	The students understood use of classroom English very well. They had known the instructions and the other classroom language. Besides, the students' opportunity to practice their speaking also increased since their motivation to speak in English had improved.
b. Applying information gap activities	The implementation of information gap activities could improve the students' involvement in the speaking class. Though the students still confused with	The Information gap activities were successfully implemented. The students did the activities very well. They communicated and interacted during

*(Continued)*

(Continued)

The Actions	Cycle 1	Cycle 2
	<p>information gap activities at the beginning, finally they got more opportunities to speak and interact with their friends by using information gap activities.</p> <p>There were also some problems related to the class and time management that could not be controlled by the researcher.</p>	<p>the activities. They were confident and not shy anymore to express their ideas and to deliver the story. Thus, the researcher was able to manage the time and also minimize the noise so that the class situation was getting better and conducive for the learning process.</p>
c. Retelling a story in front of the class	<p>In general, the students' speaking skills had improved. They were able to deliver the story confidently though some of them still hesitant and used notes or memorization of the story.</p>	<p>The students were not hesitant to express their ideas. They were able to express their story fluently. They also more confident and brave to perform in front of the class. Furthermore, many students did not read their notes anymore. They could retell the story by using their own memorization and their own words.</p>
d. Improving students' vocabulary	<p>The students were good enough in understanding the material of vocabulary and pronunciation. They found it helpful</p>	<p>The students were able to increase their vocabulary. They understood the words and the meaning well. Thus, the students</p>

(Continued)

(Continued)

The Actions	Cycle 1	Cycle 2
	to get more vocabulary and be familiar with the right pronunciation of the words. The students got new words with the right pronunciation of the vocabulary.	used the words they had known to retell the story.
e. Giving rewards to the best performance	-	The rewards were effective to make the students motivated and more enthusiastic in doing the activities. They were more competitive and wanted to be the best among the other students and groups.

In addition, to know the improvement of the students' speaking skills, the researcher also scored the students' speaking performance in the pre-test, the progress test, and the post-test. The scoring process was done by the researcher and the collaborator. The result of the pre-test, the progress test, and the post-test is presented below.

**Table 8: The result of the Pre-test in each aspect**

Rater	Fluency	Accuracy	Vocabulary
Rater 1	1.17	1.35	1.35
Rater 2	1.44	1.44	1.47
Mean Score	1.30	1.39	1.41



**Table 9: The result of the Progress test in each aspect**

Rater	Fluency	Accuracy	Vocabulary
Rater 1	2.14	2.05	2.11
Rater 2	2.26	2.11	2.17
Mean Score	2.20	2.08	2.14

**Table 10: The result of the Post-test in each aspect**

Rater	Fluency	Accuracy	Vocabulary
Rater 1	3.11	3.02	3.11
Rater 2	3.11	3.00	3.02
Mean Score	3.11	3.01	3.06

In the pre-test, the students had low speaking ability. They could not deliver the story fluently. Almost all of them were hesitant to speak in English. They had low vocabulary with poor pronunciation. Many of them still used both bahasa Indonesia and English in retelling the story. The students also could not retell the story without using notes or doing memorization all the time. They were also shy and not confident to express their ideas.

After the implementation of information gap activities in the first cycle, the students' speaking skills had improved. The improvements could be seen from the result of the progress test. The students were more confident to speak in English. They were also actively engaged in the learning process. They started to express themselves by asking and answering the questions. During Cycle 1, they always learnt the vocabulary with the pronunciation in every meeting. Hence, the students' vocabulary increased and their pronunciation was getting better. Although many students still read notes or

doing memorization all the time, they were not hesitant and fluent enough to retell the story.

Thus, the implementation of information gap activities in the second cycle was successful to improve the students' speaking skills. The improvement revealed from the result of the students' speaking performance in the post-test. Based on the post-test, the students' retelling performance was getting better. Many students could retell the story well. They did not use notes or memorization all the time. They were able to deliver the story by using appropriate vocabulary. Thus, their pronunciation was also getting better. They were also actively engaged in the discussion. They could express their ideas well, though sometimes they still used bahasa Indonesia to say it. Thus, they were more confident and not shy anymore to perform in front of the class.

The following table presents the comparison of the students' mean scores in the pre-test, the progress test, and the post-test with the gain score of each aspect.

**Table 11: The Comparison of the Students' Mean Scores in the Tests**

Test	Fluency	Accuracy	Vocabulary
Pre-test	1.30	1.39	1.41
Progress test	2.20	2.08	2.14
Post-test	3.11	3.01	3.06
Gain score	1.81	1.62	1.65

From the table above, the students' mean scores in the speaking aspects increased after the implementation of the information gap activities. The students' mean scores in fluency aspect increased 1.81 from 1.30 in the pre-test to 3.11 in the post-test. The accuracy aspect increased from 1.39 in the pre-test to 3.01 in the post-test. The students' mean scores in vocabulary aspect also increased 1.65 from 1.41 in the pre-test to 3.06 in the post-test. To conclude, the general findings of the students' mean scores in the pre-test, the progress test, and the post-test are presented in the following table.

**Table 12: The general findings of the students' mean scores in the tests**

	Pre-test	Progress test	Post-test	Gain score
Mean Scores	1.36	2.14	3.06	1.70

The table shows that there is an improvement in the students' mean scores from the pre-test, the progress test, and finally the post-test. The table also shows that the students' mean scores in the post-test is higher than the students' mean scores in the pre-test and the progress test. The gain score is 1.70. It indicates that there is an improvement on the students' speaking skills after the implementation of information gap activities.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents the information about the conclusions of the research, the implications, and the suggestions. The explanation of each point will be discussed as follows.

#### **A. Conclusions**

The research was conducted from February to April 2014. It was aimed to improve the speaking skills of grade VIII junior high school students by using information gap activities. Based on the discussion and findings in the previous chapter, it can be stated that the use of information gap activities successfully improved the students' speaking skills. The improvement of the students' speaking skills was highly related to the use of information gap activities in the teaching learning process. First, information gap activities were conducted in pairs or in groups. Hence, the activity gave the students more opportunities to practice their speaking by communicating certain information to the other friends. Next, information gap activities also increased the students' motivation and confidence to speak in English. The activities require students to use the target language to fill in the gap. Hence, by using the target language continuously, the students felt motivated and confident to speak in English.

Second, the improvement also reflected from the teaching learning process. The students were more active in the speaking class. They discussed

well by actively asking and answering the questions. Besides, the students also understood the classroom English very well. They were able to comprehend the target language spoken by the teacher. Third, the students were able to increase their vocabulary. The students got exposure that made them able to get a lot of new vocabulary related to the materials they learnt. The use of information gap activities in the speaking class also facilitated the students to interact with the others by asking and giving the information in the target language. Thus, the implementation of information gap activities was believed to be able to improve the students' speaking skills.

### **B. Implications**

In reference to the findings, the use of information gap activities successfully improved the students' speaking skills. Information gap activities provided many opportunities for students to practice their speaking. The activities also increased the students' motivation and confidence to speak in English. Therefore, as information gap activities are useful to be used in the speaking activity, the English teacher is suggested to implement information gap activities in the teaching learning process of speaking.

### **C. Suggestions**

After conducting the research, the researcher gives some suggestions for the English teacher and the other researchers. They are presented as follows.

1. To the English teacher

The English teacher should give the students more chances to practice their speaking skills. Thus, the teacher has to apply the student-centered activity instead of teacher-centered activity. The English teacher should use varied techniques with communicative activities that are appropriate with the students' needs. Thus, the English teacher may use information gap activities as they are appropriate and can improve the students' speaking skills.

2. To the other researchers

In conducting this research, there are some obstacles that appeared like the time and class management. The researcher hopes that the other researchers who will conduct the same research can consider that and try to avoid it. Thus, the researcher also hopes that this research can be used as one of references for other researchers who conduct the similar research study related to the improvement of the students' speaking skills.

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# **APPENDIX A**

## **Interview Guidelines**

## **The Interview Guideline**

### **Before the Implementation of the Actions**

#### **A. For the English teacher**

1. Bagaimanakah kemampuan speaking para siswa menurut ibu?
2. Kesulitan – kesulitan apa yang sering ibu alami saat mengajar speaking?
3. Teknik apa yang sering ibu gunakan untuk mengajar speaking?
4. Apakah ibu sering memberikan tugas secara in pairs atau in group kepada siswa dalam kegiatan speaking?
5. Apakah ibu sering menggunakan media untuk mengajar speaking?
6. Menurut ibu, aktivitas pembelajaran seperti apa yang efektif untuk pembelajaran speaking?
7. Bagaimanakah pendapat ibu tentang information gap? apakah ibu pernah atau sering menggunakan information gap untuk mengajar speaking?

#### **B. For the students**

1. Apakah Anda suka dengan pelajaran bahasa Inggris?
2. Apakah Anda suka dengan pelajaran speaking? Kenapa?
3. Kesulitan apa yang Anda alami saat pelajaran speaking?
4. Apa sajakah aktivitas yang dilakukan dalam kegiatan speaking?

### **After the Implementation of the Actions**

#### **A. For the English teacher and the Collaborator**

1. Bagaimana pendapat Anda tentang aktivitas hari ini?
2. Apakah aktivitas-aktivitas yang diberikan sudah berjalan dengan baik?
3. Bagaimanakah pendapat anda tentang respon/sikap siswa selama kegiatan pembelajaran?
4. Apa sajakah yang perlu ditingkatkan untuk aktivitas di pertemuan selanjutnya?

#### **B. For the students**

1. Apakah pendapat Anda tentang kegiatan pembelajaran hari ini?
2. Adakah kesulitan yang Anda alami dalam kegiatan hari ini?
3. Bagaimana pendapat Anda tentang kegiatan tadi yang dilakukan dengan berpasangan atau dalam kelompok?
4. Apakah pendapat Anda mengenai pembelajaran vocabulary dan pengucapannya? Apakah itu membantu Anda untuk belajar vocabulary?
5. Apakah aktivitas yang dilakukan hari ini memotivasi Anda untuk belajar speaking?
6. Apakah aktivitas yang dilakukan hari ini meningkatkan kepercayaan diri Anda untuk berbicara dalam bahasa Inggris?
7. Apakah Anda merasa ada perbaikan dalam speaking Anda selama mengikuti pertemuan kita ini?

# **APPENDIX B**

## **Interview Transcripts**

**No** : Interview 01  
**Date** : January 21<sup>st</sup> 2014  
**Activity** : Classroom observation  
**Respondent** : R : Researcher  
                   ET : English Teacher

- R : Bagaimanakah kemampuan speaking siswa kelas VIII B menurut ibu?
- T : Secara garis besar kemampuan speakingnya merata mbak, ya ada yang cepat tapi ada juga yang lambat.
- R : Lalu cara apa yang ibu gunakan untuk membuat siswa yang lambat untuk speaking tersebut pada akhirnya mau berbicara bu?
- T : Biasanya seperti itu harus ada hal yang memotivasi mbak, ada satu anak yang maju, biar siswa-siswa yang lain juga berlomba-lomba untuk maju.
- R : Tapi tadi sudah banyak siswa yang mau maju bu, berarti partisipasi mereka cukup tinggi untuk maju?
- T : Iya, tapi sebenarnya tergantung materi pembelajarannya juga mbak, karena tadi materinya simple jadi lumayan banyak yang maju, mungkin kalau susah materinya responnya juga agak beda. Tadi lumayan, soalnya biasanya untuk perform seperti itu mesti diuyak-uayak dulu mbak, bisa 1 minggu bahkan 1 bulan baru mau maju. Biasanya siswa itu malas untuk mengerjakan.
- R : Lalu kesulitan yang sering dialami dalam speaking apa bu?
- T : Seperti yang tadi mbak lihat, siswa kurang percaya diri mbak, mereka kurang dimotivasi. Selain itu pergorganisasian waktu juga kesulitan saya, karena hal yang simple saja, siswa tidak paham dengan instruksi yang saya berikan. Selain itu, kemampuan siswa saya untuk speaking, harus ditulis lalu dihafal dulu, baru mereka bisa speaking.
- R : Lalu untuk teknik mengajar sendiri, teknik apa yang sering ibu gunakan?

- T : Campur – campur kalau saya mbak, disesuaikan dengan kondisi di kelas yang penting murid bisa paham.
- R : Bagaimana dengan media pembelajaran untuk speaking bu, media apa yang sering ibu gunakan?
- T : Gambar, lcd, picture series. Biasanya saya ambil dari buku atau majalah. Cuma kalau untuk recount masih terbatas mbak, karena susah nyari dan nggak selalu mesti pas materinya
- R : Lalu berkaitan dengan information gap sendiri, apakah ibu pernah atau sering menggunakan teknik tersebut?
- T : Kalau saya jarang menggunakan information gap dalam kegiatan speaking mbak, karena biasanya membutuhkan waktu yang lama jadi saya jarang menggunakan.
- R : Lalu bagaimana pendapat ibu tentang information gap jika diaplikasikan dalam pengajaran speaking untuk kelas VIII?
- T : Asal teks nya tidak terlalu panjang, sepertinya bisa mbak. Jadi anak-anak tidak jenuh.
- R : Kalau begitu cukup sekian dulu ibu, terima kasih sekali atas waktunya.
- T : Oiya, sama-sama mbak.

**No : Interview 02**  
**Date : January 21<sup>st</sup> 2014**  
**Time : Meeting 1 (Cycle 1)**  
**Respondent : R : Researcher**  
**ET : English Teacher**

- R : Adek ... boleh ngobrol - ngobrol bentar?
- S : Iya mbak.
- R : Suka pelajaran bahasa Inggris nggak dek?
- S : Lumayan
- R : Kalau speaking gimana?
- S : Belum . . . (*sambil tertawa*)

R : Kenapa, susah ya?  
 S : Lumayan  
 R : Kalau bu win ngajarnya gimana, enak nggak?  
 S : Enak ...  
 R : Yasudah, terimakasih  
 S : Ya.

**No : Interview 03**  
**Date : January 21<sup>st</sup> 2014**  
**Time : Meeting 1 (Cycle 1)**  
**Respondent : R : Researcher**  
**ET : English Teacher**  
**S1 : Student 1**  
**S2 : Student 2**  
**S3 : Student 3**

R : Suka pelajaran bahasa Inggris nggak?  
 S1 : Heem  
 R : Suka?  
 S1 : (*Menganggukkan kepala*)  
 S2, S3 : (*Hanya tersenyum*)  
 R : Paling seneng opo, speaking, writing, reading, listening?  
 S1, 2,3 : (*Tersenyum*)  
 S1 : Movie class.  
 R : Movie class? Oke, kalau speaking seneng nggak?  
 S1 : (*Menggelengkan kepala*) enggak, listening  
 S3 : (*Menggelengkan kepala*)  
 R : O.. listening . . lha kenapa speaking nggak pada suka?  
 S1 : Ngomonge angel  
 S2, S3 : (*Menganggukkan kepala dan tersenyum membenarkan*) heem.  
 R : Selain itu? pede? nggak pede?  
 S3 : (*Tersenyum dan menggelengkan kepala*) enggak.

- S2 : (*Hanya tersenyum*)
- S1 : Lha nek speaking ki ora pede, isin – isin, ora iso
- R : Terus vocabnya?
- S1 : Vocab e lumayan.
- R : Terus kalau kegiatan bahasa Inggris kalian senenge opo? Maksute opo kalian seneng nggarap bareng, opo dialog berpasangan, opo praktik maju?
- S1 : Biografi artis.
- R : Gek diceritain di depan?
- S1 : Ho'o tentang biografi artis.
- R : Ow gt, terus kalau bu wid ngajarnya gimana?
- S1 : Enak, asyik yo...? (*bertanya kepada S2*)
- S2 : (*Menganggukkan kepala*)
- R : Enaknya gimana?
- S1 : Ya enak...
- R : Banyak cerita?
- S1 : Heem
- R : Tapi bu win ngajarnya dipisah nggak, jadi kalau speaking ya speaking, listening ya listening, writing ya writing, gitu?
- S1 : Enggak, Cuma kalau pas ulangan kalau gitu. Ada yang speaking, listening, reading, gitu
- R : Yaudah, thank you ya..
- S1,2,3 : Iya..

**No : Interview 04**  
**Date : February 21<sup>st</sup> 2014**  
**Activity : Meeting 1 (Cycle 1)**  
**Respondent : R : Researcher**  
**ET : English Teacher**

R : Gimana bu, tadi?



ET : Sudah lumayan ya, ada perkembangan daripada yang kemarin. Siswanya udah mulai semangat dan interestnya juga udah mulai timbul. Cuma kendalanya mungkin karena banyaknya siswa, ada beberapa yang tidak tercover, memang agak susah juga. Nah, mungkin pertemuan minggu depan perlu dipikirkan bagaimana caranya supaya semua siswa aktif. Kemudian videonya cukup menarik terus anak-anak sudah bisa mengikuti tadi. Tapi mungkin terlalu banyak bahannya. Jadi bacaannya nggak usah terlalu banyak-banyak. Kalau terlalu banyak nanti siswanya udah nggak interest.

R : O.. ya, terimakasih ibu, atas komentar dan masukannya.

**No** : Interview 05  
**Date** : February 21<sup>st</sup> 2014  
**Activity** : Meeting 1 (Cycle 1)  
**Respondent** : R : Researcher  
                   S1 : Student 1  
                   S2 : Student 2

R : Tadi gimana pembelajarane? Kurange opo wae?

S1 : Em.. kurangnya, kurangnya itu kurang apa ya mbak, kayake udah sih mbak.

S2 : Ya, kalau menurut saya ya udah cukup cuma kurang waktu aja buat ngerjain.

R : Terus yang lainnya? task-task nya, latihannya, tadi bagaimana?

S1 : Task nya jauh lebih gampang dari task nya bu Win mbak.

S2 : Pengajarannya lebih mudah dan lebih jelas.

S1 : Mungkin besok minta task nya yang lebih menantang mbak.

R : O.. gitu. Oke yaudah, terima kasih ya.

**No** : Interview 06  
**Date** : February 21<sup>st</sup> 2014  
**Activity** : Meeting 1 (Cycle 1)  
**Respondent** : R : Researcher  
                   S : Student

- R : Oke... boleh tanya – tanya, tadi pembelajarannya bagaimana?
- S : Ya asyik mbak,
- R : Asyiknya kenapa?
- S : Em.. yaa.. gimana yaa.. em.. ada videonya.. ada cerita, dongeng-dongeng gitu, ceritanya juga bagus mbak.
- R : Em.. terus kalau yang kemarin itu yang kelompok, terus cerita gitu, susahnya dimana?
- S : Em.. kalau aku itu yang bagian-bagian nggak tau artinya yang verb 2 gitu juga belum begitu tahu.
- R : Em.. ya. terus kalau yang diajarin vocab ma cara bacanya gitu gimana menurut kalian? Apakah membantu?
- S : Membantu mbak.
- R : Oke, terus kegiatan speaking kita tadi apakah bisa menambah waktu kalian untuk berlatih ngomong bahasa Inggris?
- S : Iya mbak, menambah.
- R : Oke, terimakasih ya.

**No** : Interview 07  
**Date** : February 21<sup>st</sup> 2014  
**Activity** : Meeting 1 (Cycle 1)  
**Respondent** : R : Researcher  
                   C : Collaborator

- R : Ren, gimana tadi pembelajarannya?
- C : Ya, kalau dilihat tadi murid-muridnya cukup antusias walaupun ada yang ramai, tapi ada juga yang memperhatikan. Jadi kayake anak-anak sithik-sithik udah mulai ngerti.

- R : Oke, terus dari pertemuan tadi, hal yang kurang yang perlu ditingkatkan apa?
- C : Ow ya.. mungkin disisipin game untuk menarik antusiasnya siswa.
- R : Oke, Ren. Terimakasih.

**No : Interview 08**  
**Date : February 26<sup>th</sup> 2014**  
**Activity : Meeting 2 (Cycle 1)**  
**Respondent : R : Researcher**  
**S1 : Student 1**  
**S2 : Student 2**

- R : Ok, halo Reza, halo Bowo... gimana pembelajarannya yang kemarin itu?
- S1S2 : Enak kok, enak.
- R : Tapi kok pada nggak mau ngomong kemarin, kira-kira kenapa? Apa terlalu susah?
- S1 : Ya bukan cuma karena susah mbak, tapi emang karena nggak bisa bahasa Inggris.
- R : Em.. kalau bowo?
- S2 : (*Geleng-geleng kepala* )
- R : Terus kan di materi ada pembahasan tentang vocab-vocab gitu, menurut kalianitu membantu nggak untuk pengetahuan vocab kalian?
- S1S2 : Ya, iya mbak.
- R : Ok deh, terus sebenarnya kalian itu suka speaking nggak sih?
- S1S2 : Ya.. biasa aja mbak.
- R : Ow gitu terus kalau kegiatan kaya in pairs, kelompok gitu tadi membuat waktu kalian buat berinteraksi atau latihan speaking dengan teman bertambah nggak? atau sama aja?
- S1 : Ya emang berinteraksi sih mbak, tapi nggak pake bahasa Inggris. . hehe

- R : Oke, terus kalo dari materi nya tadi ada yang membosankan, nggak suka gitu?
- S1 : Kalau saya narrative memang suka mbak.
- S2 : Iya mbak.. sama.
- R : Em.. terus kalau yang aktivitas tadi, kalian cerita beberapa part ke teman gitu, bisa?
- S1 : Iya mbak, tapi yang agak susah itu yang nyeritain ke teman nya.
- R : Ow gitu.. oke, Bowo ada tambahan?
- S2 : (*Geleng-geleng kepala dan tersenyum*).
- R : Oke, kalau gitu terimakasih ya atas waktunya.

**No : Interview 09**  
**Date : February 26<sup>th</sup> 2014**  
**Activity : Meeting 2 (Cycle 1)**  
**Respondent : R : Researcher**  
**C : Collaborator**

- R : Gimana Reni tadi pembelajarannya?
- C : Anaknya tu kurang antusias tadi kayaknya. Ya mungkin apa yaa, kayaknya mereka itu kelihatannya bosan. Masih sama kaya sarannku kemarin, coba dikasih permainan yang komunikatif terus aktivitasnya lebih bervariasi lagi.
- R : Iya, oke Ren.. thank you.

**No : Interview 10**  
**Date : February 28<sup>th</sup> 2014**  
**Activity : Meeting 3 (Cycle 1)**  
**Respondent : R : Researcher**  
**S : Student**

- R : Hallo, gimana kegiatan pembelajaran hari ini?
- S : Yaa... yaa...

- R : Kurangnya gimana, susahnya gimana?
- S : Em.. artinya itu lho..
- R : Heem.. terus apalagi? Masih suka pake bahasa Indonesia juga kan?
- S : Hehe.. iya..
- R : Terus ada kaya vocab plus cara bacanya gitu, menambah vocab ngga?
- S : Iya mbak..
- R : Lalu... kira-kira udah tiga kali pertemuan ini, speaking kalian jadi meningkat belum?
- S : Belum.
- R : Ok, terima kasih yaa.

**No : Interview 11**  
**Date : February 28<sup>th</sup> 2014**  
**Activity : Meeting 3 (Cycle 1)**  
**Respondent : R : Researcher**  
**S : Student**

- R : Gimana tadi pembelajarannya?
- S : Asyik .. asyik... Tapi aku kesulitan verb verb nya ... waktunya..
- R : waktunya kurang lama?
- S : Iya..
- R : Ok, terus apa lagi? Tadi ada yang susahnggak?
- S : susahnya pas suruh ngomong, belum hafal.
- R : Kan tadi udah dikasih waktu .. terus apalagi?
- S : Em.. verb nya ada arti yang susah, sok sok lupa itu artine apa..
- R : Terus kemampuan speaking nya ada perubahan ngga?
- S : Iya, nambah dikit ..
- R : Oke deh, makasih ya.

**No** : Interview 12  
**Date** : February 28<sup>th</sup> 2014  
**Activity** : Meeting 3 (Cycle 1)  
**Respondent** : R : Researcher  
                   S : Student

- R : Dek, boleh tanya-tanya..dikit
- S : Iya mbak..
- R : Gimana tadi pembelajarannya? Kurangnya apa?
- S : Kalau kurangnya itu.. nganu mbak ... rame kan.. tadi terus mbaknya tu kurang tegas, kalau nggak ditegasin itu nanti pada rame sendiri mbak.
- R : Oke, terus apa lagi?
- S : Kalau enakya itu bisa tahu kata-kata baru terus di ajarin ngomongnya..
- R : Em.. maksudnya pronunciation?
- S : Heem, jadi bisa dikit-dikit
- R : Lalu kira-kira kalian jadi lebih suka buat speaking nggak? apa sama aja?
- S : Em.. gara-gara meeting kemarin kan mbak, aku sama Nisa ngomong bahasa Inggris terus, sampai pulang .. hehe
- R : O.. gitu, bagus dong,terus tadi kelompokan tadi gimana, suka ngga?
- S : Kelompokku nggak enak mbak, soalnya orangnya tu ada yang nggak suka.
- R : Ow gitu .. yayaya... oke, yauda gitu dulu aja.. makasih ya ..

**No** : Interview 13  
**Date** : February 28<sup>th</sup> 2013  
**Activity** : Meeting 3 (Cycle 1)  
**Respondent** : R : Researcher  
                   S : Student

- R : Hi, how are you? Gimana tadi pembelajarannya?

- S : Fine, ya gituu mbak.
- R : Susahnya dimana? vocabnya?
- S : Itu mbak, terkadang bingung kalau kata-katanya dibolak balik gitu.
- R : Terus vocab ma pronunciationnya, apakah itu membantu bahasa Inggris kamu?
- S : (*Mengangguk*), terus susahnya kalau menghafal kosa katanya aja mbak. Sama waktunya itu ditambahi mbak, buat ngafalin, ditambah lagi.
- R : Oke, makasih.

**No : Interview 14**  
**Date : February 28<sup>th</sup> 2014**  
**Activity : Meeting 3 (Cycle 1)**  
**Respondent : R : Researcher**  
**S : Student**

- R : Gimana tadi belajarnya?
- S : Senang miss, menyenangkan.
- R : Senangnya kenapa?
- S : Iya seneng soalnya bisa kelompokan, bisa diskusi ma teman-teman
- R : Oke, terus ada perubahan nggak, vocab kamu nambah nggak?
- S : Nambah mbak ..
- R : Pengucapannya juga bisa tadi?
- S : Heem, unable ...
- R : Apa artinya unable?
- S : Tidak bisa...
- R : Good, terus tadi kurangnya dimana?
- S : Kalau njelasin kecepeten mbak..
- R : Oke, makasih ya Ghani...

**No** : Interview 15  
**Date** : February 28<sup>th</sup> 2014  
**Activity** : Meeting 3 (Cycle 1)  
**Respondent** : R : Researcher  
                   C : Collaborator

- R : Hello mbak Reni, what do you think about the activities today?
- S : Em..suasananya lebih kondusif, tapi tadi suaranya kurang keras, kurang tegas. Terus dikasih aktivitas buat siswa yang nggak perform kaya menilai teman yang perform gitu biar mereka mendengarkan.
- R : Oke, terus tadi waktu kamu observe, interaksi mereka udah nambah belum Ren, apa masih belum ada perubahan?
- C : Em.. tadi ada yang udah mulai bisa, tapi ada juga yang masih bingung nggak ngerti isi ceritanya.
- R : Oke, terus kamu liat aktivitas info gap kan ren tadi, itu menurut kamu udah berjalan apa belum?
- C : Em,, ya cukup, ya ada perbaikan daripada pertemuan terakhir kemarin.
- R : Oke Ren, makasih ya.

**No** : Interview 16  
**Date** : March 5<sup>th</sup> 2014  
**Activity** : Meeting 4 (Cycle 1)  
**Respondent** : R : Researcher  
                   C : Collaborator

- R : Reni, gimana penampilan siswa tadi?
- C : Em, mereka masih depend on the text nggak pake their own words. Tapi tadi suasananya lumayan kondusif, lebih tenang dibandingkan yang kemarin. Kesimpulannya sih, ya udah ada peningkatan dalam speaking mereka.
- R : Oke, terus menurutmu selanjutnya kegiatannya gimana? aktivitasnya harus diganti lagi mungkin ya?



C : Iya, mungkin lebih bervariasi lagi.  
 R : Oke... terimakasih Reni.

**No : Interview 17**  
**Date : March 19<sup>th</sup> 2014**  
**Activity : Meeting 1 (Cycle 2)**  
**Respondent : R : Researcher**  
**S : Student**

R : Gimana tadi kegiatan pembelajarannya hari ini?  
 S : Ya, menyenangkan, tadi udah bisa nyeritain lagi ceritanya.  
 R : Terus kesulitannya apa tadi?  
 S : Nggak susah sih mbak,  
 R : Berarti udah bisa ngerti ceritanya makanya mulai bisa nyeritain?  
 S : Iya mbak, udah ngerti walaupun nggak semua.  
 R : Kalau dibandingkan dulu, kira-kira sekarang udah bisa retell belum?  
 S : Iya miss. Terus pas cerita tadi juga nggak malu gitu.  
 R : Oke, makasih ya.

**No : Interview 18**  
**Date : March 19<sup>th</sup> 2014**  
**Activity : Meeting 1 (Cycle 2)**  
**Respondent : R : Researcher**  
**S : Student**

R : Gimana pendapatnya tentang kegiatan hari ini?  
 S : Senang miss, tadi ceritanya bisa dimengerti. terus nggak bosen juga.  
 R : Oke, terus ada kesulitan ngga tadi?  
 S : Susah terkadang kalau mengartikan kata-katanya terus merangkai nya buat diceritain, kadang panjang-panjang.  
 R : Terus ada perubahan dalam speaking kamu nggak selama kita ketemu beberapa kali ini?  
 S : Em.. vocab nya nambah mbak, terus udah agak pede buat cerita

- R : Terus waktu practice speaking nya nambah nggak dengan adanya kegiatan in pairs ma kelompok?
- S : Iya miss, nambah.

**No : Interview 19**  
**Date : April 11<sup>th</sup> 2014**  
**Activity : Meeting 2 (Cycle 2)**  
**Respondent : R : Researcher**  
**S : Student**

- R : Halo, boleh tanya kan, kegiatan pembelajaran tadi yang susah dimana?
- S : Itu mbak nyusun ceritanya yang ditulis di kertas, kan kadang kita lupa.
- R : Terus selama kita ketemu beberapa meeting ini, kalau kamu ada peningkatan nggak dalam hal speaking?
- S : Iya mbak, jadi lebih lancar pas ngomong di depan nggak terlalu terbata-bata gitu lagi,
- R : Terus kalau vocabnya gimana?
- S : Vocabnya juga nambah,
- R : Ok ... makasih ya.

**No : Interview 20**  
**Date : April 11<sup>th</sup> 2014**  
**Time : Meeting 2 (Cycle 2)**  
**Respondent : R : Researcher**  
**S : Student**

- R : Gimana tadi aktivitasnya?
- S : Menyenangkan mbak..
- R : Terus selama kita ketemu beberapa meeting ini, kamu dapat apa aja?
- S : Yaaa,, banyak kata-kata baru yang sebelumnya nggak tau jadi tau.

**No** : Interview 21  
**Date** : April 11<sup>th</sup> 2014  
**Time** : Meeting 2 (Cycle 2)  
**Respondent** : R : Researcher  
                   C : Collaborator

R : Gimana Ren, tadi kegiatannya?

C : Udah bagus kegiatannya. Murid-muridnya ngerjain tugas dengan baik, terus mereka aktif berinteraksi sama temannya. Suasana kelasnya juga kondusif tadi.

R : Okay, terus kalau performances dari siswanya sendiri bagaimana?

C : Saya rasa, kemampuan speaking siswa sudah meningkat, dari vocab nya, pede nya, terus keaktifan mreka buat bertanya dengan mnggunakan bahasa Inggris juga udah meningkat.

R : Oke, berarti secara kseluruhan dibanding cycle 1 kemarin kemampuan speaking siswa sudah meningkat ya?

C : Iya, sudah meningkat.

# **APPENDIX C**

## **Observation Checklists**

### Observation Checklist of the Teaching-Learning Process

Date : February 21<sup>st</sup> 2014

Meeting : 1

Filled by the collaborator

No	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-Teaching</b>			
	1. The teacher greets and asks the students' condition.	✓		
	2. The teacher checks the students' condition and the attendance.	✓		
	3. The teacher reviews the previous materials.		✓	
	4. The teacher introduces the new topic to the students.	✓		
	5. The teacher tells the objective of the teaching and learning process.	✓		
<b>B.</b>	<b>Whilst-Teaching</b>			
	1. The students are ready to learn the materials.	✓		
	2. The teacher shows some pictures related to the materials	✓		
	3. The teacher gives lead-in questions related to the pictures	✓		
	4. The teacher introduces vocabulary and the pronunciation.	✓		
	5. The students watch videos enthusiastically.	✓		
	6. The teacher gives explanations of the narrative text and the simple past tense	✓		
	7. The teacher checks the students' understanding.	✓		
	8. The students do the activities well.	✓		
	9. The teacher and the students discuss the activities	✓		
	10. The teacher gives chances to the students to ask questions.	✓		
	11. The students deliver the questions to the teacher.	✓		
	12. The teacher guides the students in every	✓		

	stage in the process of doing the activities.			
	13. The teacher monitors the students' activities.	✓		
<b>C.</b>	<b>Post-Teaching</b>			
	1. The teacher and the students summarize and reflect the lesson.	✓		
	2. The teacher gives feedback to the students.		✓	
	3. The teacher previews on the upcoming materials.	✓		
	4. The teacher closes the teaching and learning process.	✓		
<b>D.</b>	<b>Class Situation</b>			
	1. The teacher encourages the students' participation.	✓		
	2. The students have enthusiasm/motivation during the teaching process.	✓		
	3. The students actively take parts in each class activity.	✓		
	4. The media used by the teacher are appropriate.	✓		
	5. The teacher's instructions are clear.	✓		
	6. The time allocation is appropriate	✓		

### Observation Checklist of the Teaching-Learning Process

Date : February 26<sup>th</sup> 2014

Meeting : 2

Filled by the collaborator

No	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-Teaching</b>			
	6. The teacher greets and asks the students' condition.	✓		
	7. The teacher checks the students' condition and the attendance.	✓		
	8. The teacher reviews the previous materials.	✓		
	9. The teacher introduces the new topic to the students.	✓		
	10. The teacher tells the objective of the teaching and learning process.	✓		
<b>B.</b>	<b>Whilst-Teaching</b>			
	14. The students are ready to learn the materials.	✓		
	15. The teacher introduces vocabulary and the pronunciation.	✓		
	16. The teacher explains the activities to the students	✓		
	17. The teacher checks the students' understanding.	✓		
	18. The students do the activities well.	✓		
	19. The teacher and the students discuss the activities	✓		
	20. The teacher gives chances to the students to ask questions.	✓		
	21. The students deliver the questions to the teacher.	✓		
	22. The teacher guides the students in every stage in the process of doing the activities.	✓		
	23. The teacher monitors the students' activities.	✓		
<b>C.</b>	<b>Post-Teaching</b>			

	5. The teacher and the students summarize and reflect the lesson.	✓		
	6. The teacher gives feedback to the students.	✓		
	7. The teacher previews on the upcoming materials.	✓		
	8. The teacher closes the teaching and learning process.	✓		
<b>D.</b>	<b>Class Situation</b>			
	7. The teacher encourages the students' participation.	✓		
	8. The students have enthusiasm/motivation during the teaching process.	✓		
	9. The students actively take parts in each class activity.	✓		
	10. The media used by the teacher are appropriate.	✓		
	11. The teacher's instructions are clear.		✓	
	12. The time allocation is appropriate		✓	



### Observation Checklist of the Teaching-Learning Process

Date : February 28<sup>th</sup> 2014

Meeting : 3

Filled by the collaborator

No	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-Teaching</b>			
	11. The teacher greets and asks the students' condition.	✓		
	12. The teacher checks the students' condition and the attendance.	✓		
	13. The teacher reviews the previous materials.	✓		
	14. The teacher introduces the new topic to the students.	✓		
	15. The teacher tells the objective of the teaching and learning process.	✓		
<b>B.</b>	<b>Whilst-Teaching</b>			
	24. The students are ready to learn the materials.	✓		
	25. The teacher introduces vocabulary and the pronunciation.	✓		
	26. The teacher explains the activities to the students	✓		
	27. The teacher checks the students' understanding.	✓		
	28. The students do the activities well.	✓		
	29. The teacher and the students discuss the activities	✓		
	30. The teacher gives chances to the students to ask questions.	✓		
	31. The students deliver the questions to the teacher.	✓		
	32. The teacher guides the students in every stage in the process of doing the activities.	✓		
	33. The teacher monitors the students' activities.	✓		
<b>C.</b>	<b>Post-Teaching</b>			

	9. The teacher and the students summarize and reflect the lesson.	✓		
	10. The teacher gives feedback to the students.	✓		
	11. The teacher previews on the upcoming materials.	✓		
	12. The teacher closes the teaching and learning process.	✓		
<b>D.</b>	<b>Class Situation</b>			
	13. The teacher encourages the students' participation.	✓		
	14. The students have enthusiasm/motivation during the teaching process.	✓		
	15. The students actively take parts in each class activity.	✓		
	16. The media used by the teacher are appropriate.	✓		
	17. The teacher's instructions are clear.	✓		
	18. The time allocation is appropriate		✓	

### Observation Checklist of the Teaching-Learning Process

Date : March 5<sup>th</sup> 2014

Meeting : 4

Filled by the collaborator

No	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-Teaching</b>			
	16. The teacher greets and asks the students' condition.	✓		
	17. The teacher checks the students' condition and the attendance.	✓		
	18. The teacher reviews the previous materials.	✓		
	19. The teacher tells the objective of the teaching and learning process.	✓		
<b>B.</b>	<b>Whilst-Teaching</b>			
	34. The students are ready to start the lesson	✓		
	35. The teacher gives time for the students to prepare the performance	✓		
	36. The teacher gives chances to the students to ask questions.	✓		
	37. The students deliver the questions to the teacher.	✓		
	38. The students retell their story in group.	✓		
	39. The teacher monitors the students' performance	✓		
<b>C.</b>	<b>Post-Teaching</b>			
	13. The teacher and the students summarize and reflect the lesson.	✓		
	14. The teacher gives feedback to the students.	✓		
	15. The teacher previews on the upcoming materials.	✓		
	16. The teacher closes the teaching and learning process.	✓		
<b>D.</b>	<b>Class Situation</b>			
	19. The teacher encourages the students' participation.	✓		

	20. The students have enthusiasm/motivation during the teaching process.	✓		
	21. The teacher's instructions are clear.	✓		
	22. The time allocation is appropriate	✓		

### Observation Checklist of the Teaching-Learning Process

Date : March 19<sup>th</sup> 2014

Meeting : 5

Filled by the collaborator

No	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-Teaching</b>			
	20. The teacher greets and asks the students' condition.	✓		
	21. The teacher checks the students' condition and the attendance.	✓		
	22. The teacher reviews the previous materials.	✓		
	23. The teacher introduces the new topic to the students.	✓		
	24. The teacher tells the objective of the teaching and learning process.	✓		
<b>B.</b>	<b>Whilst-Teaching</b>			
	40. The students are ready to learn the materials.	✓		
	41. The teacher shows some pictures related to the materials	✓		
	42. The teacher gives lead-in questions related to the pictures	✓		
	43. The teacher introduces vocabulary and the pronunciation.	✓		
	44. The students watch the video enthusiastically.	✓		
	45. The teacher checks the students' understanding.	✓		
	46. The students answer the questions seriously	✓		
	47. The teacher and the students discuss the answers.	✓		
	48. The students do the activities well.	✓		
	49. The teacher gives chances to the students to ask questions.	✓		
	50. The students deliver the questions to the teacher.	✓		
	51. The teacher guides the students in every	✓		

	stage in the process of doing the activities.			
	52. The teacher monitors the students' activities.	✓		
	53. The teacher gives a reward to the students who want to retell the story.	✓		
<b>C.</b>	<b>Post-Teaching</b>			
	17. The teacher and the students summarize and reflect the lesson.	✓		
	18. The teacher gives feedback to the students.	✓		
	19. The teacher previews on the upcoming materials.	✓		
	20. The teacher closes the teaching and learning process.	✓		
<b>D.</b>	<b>Class Situation</b>			
	23. The teacher encourages the students' participation.	✓		
	24. The students have enthusiasm/motivation during the teaching process.	✓		
	25. The students actively take parts in each class activity.	✓		
	26. The media used by the teacher are appropriate.	✓		
	27. The teacher's instructions are clear.	✓		
	28. The time allocation is appropriate	✓		

### Observation Checklist of the Teaching-Learning Process

Date : April 11<sup>th</sup> 2014

Meeting : 6

Filled by the collaborator

No	Observation Items	Yes	No	Comments
<b>A.</b>	<b>Pre-Teaching</b>			
	25. The teacher greets and asks the students' condition.	✓		
	26. The teacher checks the students' condition and the attendance.	✓		
	27. The teacher reviews the previous materials.	✓		
	28. The teacher introduces the new topic to the students.	✓		
	29. The teacher tells the objective of the teaching and learning process.	✓		
<b>B.</b>	<b>Whilst-Teaching</b>			
	54. The students are ready to learn the materials.	✓		
	55. The teacher introduces vocabulary and the pronunciation.	✓		
	56. The teacher gives the activities.	✓		
	57. The teacher gives chances to the students to ask questions.	✓		
	58. The students deliver the questions to the teacher.	✓		
	59. The teacher checks the students' understanding.	✓		
	60. The students do the activities well.	✓		
	61. The teacher guides the students in every stage in the process of doing the activities.	✓		
	62. The teacher monitors the students' activities.	✓		
	63. The teacher gives a reward to the best group	✓		
<b>C.</b>	<b>Post-Teaching</b>			
	21. The teacher and the students summarize and reflect the lesson.	✓		

	22. The teacher gives feedback to the students.	✓		
	23. The teacher closes the teaching and learning process.	✓		
<b>D.</b>	<b>Class Situation</b>			
	29. The teacher encourages the students' participation.	✓		
	30. The students have enthusiasm/motivation during the teaching process.	✓		
	31. The students actively take parts in each class activity.	✓		
	32. The media used by the teacher are appropriate.	✓		
	33. The teacher's instructions are clear.	✓		
	34. The time allocation is appropriate	✓		



# **APPENDIX D**

## **Field Notes**

**No** : FN. 01  
**Date** : Friday, January 21<sup>st</sup> 2014  
**Place** : Class VIII B  
**Time** : 10.00 a.m.  
**Activity** : Classroom observation  
**Respondent** : R : Researcher  
                   ET : English Teacher  
                   C : Collaborator  
                   Ss : Students

R came to the school and met ET in the teacher office. R said as promised before that she wanted to observe the teaching-learning process of class VIII B. Then, they together went to class VIII B. The class started at 10 a.m. ET began the class by greeting her students and checking their attendance. After doing that, ET started her materials by asking about the students' experiences during the school holiday. Some students looked enthusiastic when they answered the question. Some of them used bahasa Indonesia to answer it. ET tried to listen to each answer and initiate a dialogue by asking more questions to some students who answered the questions.

After some short questions and answer about holiday, ET gave an example of her holiday experience in Baturraden. She showed her pictures in Baturraden with some other teachers in the slide show. After that, she showed a text about Baturraden. Then, she read aloud the text while the students looked at it. After finishing her reading, ET asked Ss about the information of the text, when did it happen and how many events that occurred. Next, she asked Ss to show the generic structure of recount text. Some students answered the questions.

After discussing the information and the structure of the text, ET asked Ss to have a conversation with their partner. ET guided Ss by providing the questions that would be used by them, such as: where did you go, when did it happen, what did you do, and how did you feel. After that, she gave an example on how to do a conversation by using her Baturraden text. Some students listened to the explanation but some others especially students who were sitting in the back were busy talking to each other and did not listen to the explanation.

After giving an example, ET asked Ss to report their partner story in front of the class. However, many students seemed confused with the instruction. So, ET repeated her instruction again by using bahasa Indonesia. She also read aloud the questions and asked Ss to repeat after her.

*(Continued)*

*(Continued)*

ET also gave an example again to make Ss understood. However, she just gave the example orally. She did not use any picture or text to support the example. After giving more explanations, Ss finally began their activities. As Ss doing the task, ET was walking around the class to help Ss in doing the task. After sometime, ET asked Ss to finish their work and then perform in front of the class.

However, none of Ss wanted to perform. They said that they had not fully memorized their story. They looked hesitant to perform in front of the class. Finally after a short time, there was a student who wanted to perform. She could tell her story until the end though there were still many pauses and also hesitation. She also had poor pronunciation with limited vocabulary. Then, after one student performed, the others also came in front of the class to perform their story. The rest of the time was spent to see the students' performance. There were for about 15 students who had performed. Most students were hesitant and could not deliver their story fluently. Furthermore, there was no media, like pictures to help them in making the story. The class ended at 11.20 a.m. ET ended the class by saying see you next week.

**No** : FN. 02  
**Date** : Friday, February 21<sup>st</sup>2014  
**Place** : Class VIII B  
**Time** : 08.45 a.m.  
**Activity** : Meeting 1 (cycle 1)  
**Respondent** : **R** : Researcher  
                   **ET** : English Teacher  
                   **C** : Collaborator  
                   **Ss** : Students

R arrived in the school at 8 45 a.m. Then, R met ET and explained that R would play videos for the first meeting. R asked permission to enter the class first to prepare the equipment. ET gave permission to enter the class. After sometime, C came to the classroom as well. The bell rang at 09.00 a.m. R and C were already in the classroom, while ET was not in the class yet. R had finished installing the speakers and turn on the LCD for learning activities.

*(Continued)*

(Continued)

Since the time was already 9.30 a.m., R decided to start the meeting. R greeted Ss, *“ok, good morning everyone, how are you doing?”* Ss were not replied. Then, R greeted again by saying, *“how are you?”* then, Ss answered, *“fine, thank you”*. R explained that how are you doing and how life had the same meaning with how are you. R repeated her greeting again, *“how are you doing?”* This time Ss answered, *“Good, thank you”*. After greeting, R checked Ss’ attendance list. After that, R asked a student to help her distributed the worksheet. R asked Ss to look at the slide show. R showed some familiar pictures and asked some questions to Ss related to the pictures. Thus, R presented a list of vocabulary that Ss would find in the story. R asked Ss to pay attention to the vocabulary and the meaning. Then, R asked Ss to pronounce each word by repeating after her. *“Okay, now how to read this word, servant?” R asked. Ss answered, “servaan”. R said, it is ‘sɜː.v ə nt. The students repeated it well, “‘sɜː.v ə nt”*. *“Oke, good” R praised.* The students were following it well. It seemed that the students were not really familiar with the pronunciation, so when they got it, they were interested. Next, R said that she would play a video entitled “The emperor’s new clothes”. She asked Ss to pay attention to the slide. Ss seemed enthusiastic. R played the first video. When finished playing the video, R asked Ss about the story along with the characters involved in the story. Then, R asked Ss to do task 4 (choosing T/F statement) in pairs. Before doing the task, R told Ss to read the instructions and also the statements in task 4. She reminded Ss to ask if they found any difficult words. After a few moments, R checked the answers by appointing some students to read the statement first and stated T/F to the statement. The activity was done until all the statements were answered with T/F.

Next, R described briefly about narrative text. R invited Ss to answer her questions related to the narrative text. R discussed the aim and the generic structure the text. Then, R explained the next activity (task 6). Ss were asked to fill in the table based on the story they would watched. R played the 2nd video Entitled “Jack and the Beanstalk“. Ss were watching it enthusiastically. R played the video twice. After that, Ss were busy working on task 6. R walked around the class to check Ss ' works. After a few moments later, R invited some Ss to read their works. R confirmed the answer to the whole class. R kept doing that until all the tables were answered. Then, R explained simple past tense in brief including the main function and its use in the sentences.

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After that, R asked Ss to do the last exercise (task 7) by changing the inappropriate words to the appropriate words of the text entitled “the clown who lost his laugh”. Since the time was limited, R decided to keep it for the next meeting. With R guidance, Ss summarized the lesson that day. After that, R ended the meeting by saying good bye.

**No** : FN. 03  
**Date** : Wednesday, February 26<sup>th</sup> 2014  
**Place** : Class VIII B  
**Time** : 09.00 a.m.  
**Activity** : Meeting 02 (cycle 1)  
**Respondent** : R : Researcher  
                   ET : English Teacher  
                   C : Collaborator  
                   Ss : Students

As usual R came to meet ET before entering the class. ET said that she could not accompany the T-L process since she had some business. Then, R started the class at 9.20 a.m. R began the class by greeting Ss and checking the attendance list. After that, she reviewed the material they had in the last meeting about narrative text and its generic structure. Ss were enthusiast to answer the questions. R then discussed the last task that had not finished yet (task 7) with the students. R asked some students to answer the questions. Some Ss were pay attention and some were not. The class was little bit crowded since some Ss just came to the class. Then R asked Ss who were just came to continue their last meeting task. After gave 5 minutes, R asked some Ss to change incorrect words with the correct ones by read some sentences first. While discussing the task, R also corrected some wrong pronunciations from Ss and asked them to repeat after her by saying, “...repeat after me ...” Most of Ss were listening to R carefully while a few of them were not pay attention.

After finishing discussed the answer of task 7, R moved to the next activities, R showed a list of vocabulary that would be used in the next materials. R asked Ss to look at the slide and repeat after her. R also asked the meaning of each word to make sure that Ss knew all meaning of the words well. Thus, R gave the first information gap task and asked Ss to do it in pairs.

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Ss had to complete the blank passage of the story by having conversation in pairs. They could not look at their friend sheet. They would do that until the whole story was complete. R looked around the class to see students' activity. Some of Ss were still did not understand the instruction, so R explained it again by using bahasa Indonesia to make them understood. The researcher also helped Ss that asked about some difficult words by asking them to open the dictionary first. If they still did not get the meaning, R would give the synonym, antonym, or brief explanation of the word to make Ss understood.

R gave 15 minutes to do the task but many Ss had not finished their work, so R gave some minutes more for them. After Ss finished their story, R discussed the story with the whole class. R tried to invite Ss to tell the story by asking some questions. *"Okay, so what is the story about?"* Some Ss answered, *"Velan, miss"*. Other Ss answered, *"Velan yang jahat with his father ..."* *"Okay, lalu kenapa kok Velan jahat?"* R asked again. The questions and answers continued until the story was complete. After that, R gave the 2<sup>nd</sup> task, R asked Ss to make groups of five or six. Next, R shared a story in some piece of papers to each group. R asked Ss to complete the whole story by asking them to share their own piece of story to the other group members. Before that, R also gave the list of vocabulary. After discussing the meaning and also pronouncing the vocabulary, R asked Ss to start their activities. While students were doing the task, R was walking around the class to check Ss. Many students asked about some difficult words and also the instruction to R. Some of Ss were doing the activity seriously and just a few of them who were busy talking to their friends.

Then, R asked Ss to present their story in front of the class. At first, there was no group who wanted to perform. Ss said, *"tapi belum hafal miss, baca bolehkan"*. R said that it was okay to perform what they got and R also let Ss to use both Indonesia and English to retell the story. The time was up. Finally, there were three groups performed. Most of them could tell their parts though some of them still used both Indonesia and English to retell. They also still hesitant and could not pronounce the words correctly. R ended the class by reviewing today's materials and also evaluating students' performances. Then R said good bye and left the class.

**No** : FN. 04  
**Date** : Friday, February 28<sup>th</sup> 2014  
**Place** : Class VIII B  
**Time** : 09.00 a.m.  
**Activity** : Meeting 3 (cycle 3)  
**Respondent** : R : Researcher  
                   ET : English Teacher  
                   C : Collaborator  
                   Ss : Students

R with the collaborator came to the class at 09.00 a.m. R greeted and checked the attendance list. After that, R reviewed the last meeting material. However, some Ss were still busy talking by their own. After Ss were a bit quite, R asked about the last meeting story. Some Ss answered the questions however some others were still busy with their own business. The class situation was still crowded. After a few moments, the class became quiet. Then, R started the class by forming groups. She asked Ss to count from 1 – 6 and gathered based on the number they got. After the groups were formed, the representative of each group took some pieces of story. After confirming all groups got the story, R gave a list of vocabulary that they would meet in the story. R asked Ss to read and tell the meaning of the words, after that R corrected their pronunciations if it was wrong. After discussing the pronunciation and the meaning of each word, R gave the instruction for the next activity. Ss were asked to discuss and understand the meaning of the story in their group. R gave 15 minutes for Ss to discuss their story. Ss were doing their task while R moved around the class to see students' activities. Many Ss wrote or memorized their story. Some Ss also discussed the meaning of their story. Some others asked the meaning of some words, "*Miss, what is nobleman?*". Then, R answered, "*you know it is someone who has a high status, usually he is rich.*" Then, the student replied, "*o iya..Miss, tahu . . . thank you miss*".

15 minutes passed, R then asked Ss to reform a new group by finding the color of their paper with the other group members who have the same color as them. Ss were busy talking to each other to find their new group. The class situation was crowded. After some minutes, Ss were in their new groups. Then, R gave the instruction. Ss had to complete a story by sharing each member's piece of story. After that, they had to perform the complete story in front of the class. Ss started their discussion in the group.

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They shared their own story to the other group members. R was walking around and checking Ss activities. Sometimes R also answered some students' questions. Then, R asked the representative of each student, to take a paper that would decide their turn to perform. Unfortunately, the bell rang. Before ending the class, R said that the performance would be done in the next meeting. R also said that she would make it as their speaking assessment. Then, R reviewed the vocabulary they have learned that day. After that R ended the class by saying good bye.

**No** : FN. 05  
**Date** : Wednesday, March 05<sup>th</sup>2014  
**Place** : Class VIII B  
**Time** : 09.20 a.m.  
**Activity** : Meeting 4 (cycle 1)  
**Respondent** : R : Researcher  
                   ET : English Teacher  
                   C : Collaborator  
                   Ss : Students

The class started after the break time at 9.20 a.m. R and C entered the class. Some Ss still stayed out of the class. While waiting for Ss to come, R prepared the materials. After all Ss were inside, R opened the class by greeting students. Then, she checked the attendance list. After that R said that today they would have a performance and R would take students' speaking score. After that, R asked Ss to move to their groups. R gave the story again, and gave 30 minutes for students to manage their story before performing it. While Ss were discussing in their group, R distributed a speaking assessment paper to each student. R walked around the class to see students' activity. Ss were busy discussed their stories. Some of them were also busy memorized the story. 30 minutes passed, R asked Ss to pay attention to her .Before starting the performance, R explained the speaking rubric paper they got. Ss were asked to give their friends score based on their performances. After Ss had understood, R asked the first group to retell their story. The performance activity kept going until the last group. Then, R asked Ss to collect their speaking rubric score. Before ending the class, R evaluated students' performance. R ended the lesson by saying good bye.



**No** : FN. 06  
**Date** : Wednesday, March 19<sup>th</sup> 2014  
**Place** : Class VIII B  
**Time** : 09.00 a.m.  
**Activity** : Meeting 5 (cycle 2)  
**Respondent** : R : Researcher  
                   ET : English Teacher  
                   C : Collaborator  
                   Ss : Students

R arrived in the school at 9 a.m. and she directly went to the office to meet the English teacher. R said that today she would teach folklores and explained in brief the activities that would be done. Thus, R asked permission to leave first in order to prepare the materials. Then, R went to the class and prepared the laptop and handouts for the meeting. Since that was a break time, R could prepare the materials without disturbing another lesson time.

The bell rang at 9.20 a.m. and R was already in the class. While waiting for students who were still busy to sit, R checked her materials again. After all students were in, R started the class by greeting Ss. After that, R checked students' attendance list. Thus, R started the class by presenting some famous folklore pictures by using LCD. R asked Ss about the pictures and they answered the questions enthusiastically. Thus, R displayed some vocabularies with the transcript. R asked Ss to read them. Then, R helped Ss to read the vocabulary by asking them to repeat after her. After introducing the vocabulary, R played a video entitled "Panyalahan Village". Ss were watching it seriously. After watching the video, R asked Ss whether the video was clear enough or not. Ss said that the video was not very clear, especially the sound. So, R played the video again, she sometimes also retold the story to make Ss got clearer sounds of the video. After finishing watching the video, R checked students' understanding by asking them, "*Ok, do you understand the story?*" The Ss answered, "*Yes miss*". Then, R displayed some comprehension questions related to the story in the slide. She asked Ss to answer them. After sometimes, R discussed the answer together with the Ss. Ss were answer the questions enthusiastically. "*Okay, for the last questions, what is the moral value of the story?*" The teacher tried to ask the students again. Some students tried to answer it. "*em.. we can't kill animal like that*". Another student said, "*We must ask first before do something bad, like killing*".

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They also had some different answers, *“itu miss, how to say, menuduh in English?”*. *“You mean accuse, a.c.c.u.s.e?”* The researcher replied. *“Em.. yes, we can’t accuse people emm.. or animal easily”*.

Thus, after answering all questions, R moved to the information gap task. R asked Ss to work in pairs by sitting face to face where student A faced the slide and student B faced student A. Then, in turn each student read part of a story and retold it to another student who was not face the slide. Thus, after understanding the story, student B must answer some questions that were also read by student A by writing them on the paper. This activity was done in turn. After answering all questions, R discussed the answer together with Ss. Ss were actively doing this activity. There was still twenty minutes left. Thus, R invited Ss who wanted to try retelling the story they had learnt today about Panyalahan Village. At first, there were no students who wanted to try. R asked the students to try, but there were no students who came in front. R then said that she would give a chocolate to Ss who wanted to try. Some Ss looked hesitant to stand up. Finally, a student came in front of the class and started to retell the story. Although he could not retell the story fluently, the student could finish the story completely. Then, another student came in front again. Different from the previous one, this student was able to retell the story better. She was fluent enough to deliver the story until the end. After two Ss performed, R invited again another student. However, there was no response. So, R decided to end the class. Before that, she reviewed the materials that day and asked students’ opinion of the lesson. After that, R ended the class by saying goodbye.

**No** : FN. 07  
**Date** : Friday, April 11<sup>th</sup> 2014  
**Place** : Class VIII B  
**Time** : 08.40 a.m.  
**Activity** : Meeting 6 (cycle 2)  
**Respondent** : R : Researcher  
                   ET : English Teacher  
                   C : Collaborator  
                   Ss : Students

R and C arrived in the school at 08.40 a.m. Then, they went to the office to meet ET and asked her permission to go to the class. R and C came to the class at the break time. Then R prepared the materials and hand out she would use. The bell rang at 09.00 a.m. R started the class by greeting Ss, however, just few of them who responded. The other students were still busy talking to each other and some of them also had not come in the class. Then after some minutes all students were already in the class. After checking the attendance list, R said that today would be their last day. She said that today she would take the students' speaking scores. Thus, R presented a list of vocabulary on the slide. R asked Ss to scan the vocabulary first. Then, R discussed the meaning of each word. She also read the words and asked Ss to repeat after her.

The next activity was information gap. R divided Ss into six groups based on the students' number. After that, R gave a paper to each group. She also gave the instructions of the activity to Ss. Each group needed to send a member. The member's task was to read a part of a story, memorize the story they had read, and then back to their groups and retold the story to the groups. The groups needed to write the story on the given blank paper. The actions were repeated until each group wrote the complete version of the story. Thus, to motivate the students, R informed that she would give rewards to the group that could retell the story the best. The students seemed happy with that. They were enthusiastically doing the task. The activity was run for about 30 minutes. Most groups did the task seriously, just some members of the groups that were busy talked to another member instead of doing the task. Many students asked the meaning of some difficult words. R asked them to open their dictionary first. Thus, if they could not find the meaning of the words, R would help them.

After it had finished, R asked Ss whether they had the whole story or not. After Ss replied that they had got all story, R asked Ss in group to perform the story. R asked Ss not to bring any paper to help them in retelling the story. Thus, R asked the first group to perform. The activity went like that until the last group turn to perform. Thus, after all groups had performed, R ended the class by reviewing their activities that day. After that R left the class by saying good bye.

# **APPENDIX E**

## **The Speaking Rubric**

### The Speaking Rubric

No	Aspects	Score	Criteria	Indicators
1.	Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication
		2	Fair	Speaks with some hesitation, which often interferes with communication
		3	Good	Speaks with some hesitation, but it does not usually interfere with communication
		4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication
2.	Accuracy	1	Poor	Uses basic structures, make frequent errors
		2	Fair	Use a variety of structures with frequent errors, or uses basic structures with only occasional errors
		3	Good	Uses a variety of grammar structure, but makes some errors
		4	Excellent	Uses a variety of structures with only occasional grammatical errors

3.	Vocabulary	1	Poor	Uses only basic vocabulary and expressions
		2	Fair	Uses limited vocabulary and expressions
		3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice
		4	Excellent	Uses a variety of vocabulary and expressions

Adapted from O'Malley, J.M., and Pierce L.V. 1996. *Authentic Assessment for English Learners: Practical Approaches for Teachers*. Massachusetts: Addison-Wesley Publishing Company

# **APPENDIX F**

## **Course Grids**

## The Use of Information Gap Activities to Improve the Speaking Skills of Grade VIII Students at SMP N 7 Yogyakarta

### COURSE GRID

**School** : SMP N 7 Yogyakarta

**Subject** : English

**Standard of Competence** : Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan **narrative** untuk berinteraksi dengan lingkungan sekitar.

#### Cycle 1 (Meetings 1-4)

Basic Competence	Learning Materials	Indicators	Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instrument			
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>	1. <i>The stories entitled The Emperor's New Clothes, Jack and the Beanstalk, The Clown Who Lost His Laugh, A father learns a lesson from his son, A Tale of two cities, Romeo and Juliet.</i>	1. Conveying the information in a spoken a narrative text  2. Identifying the generic structure of a narrative text  3. Using the simple past	GBA (Genre-Based Approach)  1. Looking at pictures and answering questions given by the teacher orally  2. Study the vocabulary and try to pronounce them with the teacher's	Performance test	1. <i>In group, retell the story you have learnt in front of the class.</i>	8x40 minutes	1*) 2*) 3*)	Pictures  Videos  LCD  Laptop



dan <i>narrative</i>	<p><i>For examples:</i></p> <ul style="list-style-type: none"> <li>- <i>Velan was a carpenter. He was living in a village. His mother dies a long time ago. His father, Kuppan, lived with Velan. Kuppan was very weak. He could not walk well. It was because Velan did not give him enough food . . .</i></li> <li>- <i>Once upon a time, there lived two families, the Capulets and the Montagues. They were in a feud. Among the Montagues, there was a young man named Romeo. One day, Romeo attended the party of the</i></li> </ul>	<p>tense to retell a story</p> <p>4. Completing the missing parts of a story by exchanging information with the other friends.</p> <p>5. Retelling a story with their own words</p>	<p>guidance</p> <p>3. Watch a video entitled “<i>The Emperor’s New Clothes</i>”. Then, doing Task 3 (choosing T/F statement)</p> <p>4. Study and listen to the explanation of a narrative text with the teacher’ help.</p> <p>5. Watch a video entitled “<i>Jack and the beanstalk</i>”. Then, complete the table based on the story (Task 5)</p> <p>6. Study the information about simple past tense.</p>					
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	<p><i>Capulets. Once there, Romeo met Juliet and fell for her . . .</i></p> <p>2. <i>The explanation of a narrative text</i></p> <ul style="list-style-type: none"> <li>- <i>a narrative text consists of orientation, complication and resolution</i></li> </ul> <p>3. <i>The explanation of simple past tense</i></p> <ul style="list-style-type: none"> <li>- <i>It is used to talk about activities of situations that began and ended in the past.</i></li> </ul>		<p>7. Doing a practice by deciding the generic structure of a text and changing some inappropriate verbs to be appropriate (Task 7)</p> <p>8. Doing the first information gap activities: filling blank passages by exchanging some pieces of story entitled “<i>A father learns a lesson from his son</i>” to complete a whole story with their pairs (Task 8).</p> <p>9. Doing the second information gap activities: in group,</p>					
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			<p>complete a story entitled “<i>A Tale of Two Cities</i>” by sharing a piece of story to the group members (Task 9).</p> <p>10. Comprehend a piece of story with the group members (1<sup>st</sup> group)</p> <p>11. Forming a new group (2<sup>nd</sup> group), then complete a story <i>entitled “Romeo and Juliet”</i> by telling a part of the story until the group makes a complete version of the story (Task 10)</p> <p>12. Retell the story of</p>					
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			<i>“Romeo and Juliet”</i> in groups.					
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1. Sudarwati and Grace. 2007. *Look Ahead 2*. Jakarta: Erlangga
2. [www.youtube.com](http://www.youtube.com)
3. [www.english-for-students.com](http://www.english-for-students.com)
4. [www.englishdirection.com](http://www.englishdirection.com)

## Cycle 2 (Meeting 5-6)

Basic Competence	Learning Materials	Indicators	Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instrument			
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <b>narrative</b>	<p>1. <i>The stories entitled Lutung Kasarung and Keong Mas. For examples:</i></p> <ul style="list-style-type: none"> <li>- <i>Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry . . .</i></li> <li>- <i>King Kertamarta was the king of Daha Kingdom. He had two</i></li> </ul>	<p>1. Conveying the information in the spoken and written narrative text</p> <p>2. Using appropriate and related words to express a story</p> <p>3. Retelling a story with their own words.</p>	<p>GBA (Genre-Based Approach)</p> <p>1. Looking at pictures and answering questions given by the teacher orally</p> <p>2. Study the vocabulary and try to pronounce them with the teacher's guidance</p> <p>3. Watch a video entitled "<i>Panyalahan Village</i>". Then, answer the questions related to the video (Task 3)</p> <p>4. Doing information gap activities (Task</p>	Performance test	1. <i>In group, retell the story you have learnt in front of the class.</i>	4x40 minutes	1*) 2*)	Pictures Videos LCD Laptop

	<p>daughters, Galuh Ajeng and Candra Kirana who were pretty and kind. Chandra Kirana was engaged to Raden Inu Kertapati, prince of Kahuripan who was handsome and wise. Galuh Ajeng was very jealous of Candra Kirana. It was because she was interested in Raden Inu Kertapati . . .</p>		<p>4): In pairs, student A (face the screen) read some parts of a story entitled “<i>Lutung Kasarung</i>” and student B repeat and answer questions given by student A (face student A). The activity is done in turn.</p> <p>5. In group, each group sends a member to memorize a part of story entitled “<i>Keong Mas</i>” and tell it to the group members. The action repeated until each member gets the turn</p>					
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			(Task 6). 6. In group, retell the story of “ <i>Keong Mas</i> ” by using their own words.					
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1. Poulshock, Josep. and Gakuin, Aoyama. 2011. *Media English Dialog Interactive Activities with Information Gaps*. Available at <http://www.ilinguist.net/wpcontent/uploads/2013/05/PoulshockMennish.pdf>
2. [www.youtube.com](http://www.youtube.com)

# **APPENDIX G**

## **Lesson Plans**



## LESSON PLAN

School	: SMP N 7 YOGYAKARTA
Class	: VIII
Semester	: 2
Subject	: English
Text Types	: Narrative
Skill	: Speaking
Time Allocation	: 8 x 40minutes (4meetings)

### A. Standard of Competence

#### Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

### B. Basic Competence

#### Berbicara

- 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

### C. Learning Objective

In the end of the lesson, the students are expected to be able to understand and to express the information in the narrative text appropriately.

### D. Indicators

Students are able to:

1. convey the information in a spoken a narrative text
2. Identify the generic structure of a narrative text
3. Use the simple past tense to retell a story
4. Complete the missing parts of a story by exchanging information with the other friends.
5. Retell a story with the students' words.

#### **E. Learning Materials**

See Appendix H Learning Materials

#### **F. Learning Media**

LCD, Laptop, Videos, and pictures

#### **G. Learning Method**

Genre-Based Approach

#### **H. Teaching – Learning Activities**

##### **First Meeting**

##### **1. Opening Activities (10 minutes)**

- Praying
- Checking the attendance
- Informing the learning objective and learning activities.

##### **2. Main Activities (60 minutes)**

##### **a. Building Knowledge of the Field**

- 1) Look at the pictures and actively answer the questions given by the teacher
- 2) Study the vocabulary and try to pronounce them with the teacher's guidance

### **b. Modelling of the Text**

- 1) Watch a video entitled "*The Emperor's New Clothes*". Then, doing Task 3 (choosing T/F statement)
- 2) Study and listen to the explanation of a narrative text with the teacher's help.
- 3) Watch a video entitled "*Jack and the beanstalk*". Then, complete the table based on the story (Task 5)
- 4) Study the information about simple past tense.
- 5) Doing a practice by deciding the generic structure of a text and changing some inappropriate verbs to be appropriate (Task 7)

### **3. Closing Activities (10 minutes)**

- Together with the teacher, students summarize the lesson
- Doing reflection on what they have got from the lesson
- Getting feedback for the learning process.
- Getting homework and information for the next meeting
- Praying

## **Second Meeting**

### **1. Opening Activity (10 minutes)**

- Praying
- Checking the attendance
- Informing the learning objective and learning activities

### **2. Main Activity (60 minutes)**

#### **c. Joint Construction of the Text**

- 1) Discussing the answer of the previous materials about simple past tense.
- 2) Study the vocabulary and try to pronounce them with the teacher's guidance

- 3) Doing the first information gap activities: filling blank passages by exchanging some pieces of story entitled "*A father learns a lesson from his son*" to complete a whole story with their pairs (Task 8).
- 4) Doing the second information gap activities: in group, complete a story entitled "*A Tale of Two Cities*" by sharing a piece of story to the group members (Task 9).

### **3. Closing Activity (10 menit)**

- Together with the teacher, students summarizes the lesson
- Doing reflection on what they have got from the lesson
- Getting feedback for the learning process.
- Getting homework and information for the next meeting
- Praying

## **Third Meeting**

### **1. Opening Activity (10 minutes)**

- Praying
- Checking the attendance
- Informing the learning objective and learning activities.

### **2. Main Activity (60 minutes)**

#### **c. Join Construction of the Text**

- 1) Review the last meeting materials
- 2) Study the vocabulary and try to pronounce them with the teacher's guidance
- 3) Comprehend a piece of story with the group members (first group)
- 4) Forming a new group (second group), then complete a story entitled "*Romeo and Juliet*" by telling a part of the story until the group makes a complete version of the story (Task 10)

### **3. Closing Activity (10 minutes)**

- Together with the teacher, students summarizes the lesson
- Doing reflection on what they have got from the lesson
- Getting feedback for the learning process.
- Getting homework and information for the next meeting
- Praying

## **Fourth Meeting**

### **1. Opening Activity (10 minutes)**

- Praying
- Checking the attendance
- Informing the learning objective and learning activities.

### **2. Main Activity (60 minutes)**

#### **d. Independent Construction of the Text**

- 1) Review the last meeting materials
- 2) Retell the story of “*Romeo and Juliet*” in groups.

### **3. Closing Activity (10 minutes)**

- Together with the teacher, students summarizes the lesson
- Doing reflection on what they have got from the lesson
- Getting feedback for the learning process.
- Getting homework and information for the next meeting
- Praying

## **I. Sources**

1. Sudarwati and Grace. 2007. *Look Ahead 2*. Jakarta: Erlangga
2. [www.youtube.com](http://www.youtube.com)
3. [www.english-for-students.com](http://www.english-for-students.com)
4. [www.kidsgen.com](http://www.kidsgen.com)
5. [www.englishdirection.com](http://www.englishdirection.com)

## J. Assessment

### 1. Assessment Indicators

Indicators of achievement	The technique	The Instrument
1. Students are able to understand the information in a spoken narrative text 2. Students are able to express the information of a narrative text 3. Retell a story with students' own words.	Performance Test	See Appendix H

### 2. The Speaking Rubric

See Appendix E

The English Teacher

Yogyakarta, February 2014

The Researcher

Winarti, S.Pd.  
NIP. 19681230 199303 2 003

Ana Yupika Putri  
NIM.10202244078

## LESSON PLAN

School	: SMP N 7 YOGYAKARTA
Class	: VIII
Semester	: 2
Subject	: English
Text Types	: Narrative
Skill	: Speaking
Time Allocation	: 4 x 40minutes (2meetings)

### A. Standard of Competence

#### Berbicara

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan ***narrative*** untuk berinteraksi dengan lingkungan sekitar.

### B. Basic Competence

#### Berbicara

- 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan ***narrative***

### C. Learning Objective

In the end of the lesson, the students are expected to be able to understand and to express the information in the narrative text appropriately.

### D. Indicators

Students are able to:

1. convey the information in the spoken and written narrative text
2. Use appropriate and related words to express a story

3. Retell a story with the students' words.

#### **E. Learning Materials**

See Appendix H Learning Materials

#### **F. Learning Media**

LCD, Laptop, Videos, and pictures

#### **G. Learning Method**

Genre-Based Approach

#### **H. Teaching – Learning Activities**

##### **First Meeting**

##### **1. Opening Activities (10 minutes)**

- Praying
- Checking the attendance
- Informing the learning objective and learning activities.

##### **2. Main Activities (60 minutes)**

##### **a. Building Knowledge of the Field**

- 1) Look at the pictures and actively answer the questions given by the teacher
- 2) Study the vocabulary and try to pronounce them with the teacher's guidance

##### **b. Modelling of the Text**

- 1) Watch a video entitled "*Panyalahan Village*". Then, answer the questions related to the video (task 3)



**c. Joint Construction of the Text**

- 1) Doing information gap activities (task 4): In pairs, student A (face the screen) read some parts of a story entitled “*Lutung Kasarung*” and student B repeat and answer questions given by student A (face student A). The activity is done in turn.

**3. Closing Activities (10 minutes)**

- Together with the teacher, students summarizes the lesson
- Doing reflection on what they have got from the lesson
- Getting feedback for the learning process.
- Getting homework and information for the next meeting
- Praying

**Second Meeting**

**1. Opening Activity (10 minutes)**

- Praying
- Checking the attendance
- Informing the learning objective and learning activities.

**2. Main Activity (60 menit)**

**d. Joint Construction of the Text**

- 1) Study the vocabulary and try to pronounce them with the teacher’s guidance
- 2) In group, each group sends a member to memorize a part of story entitled “*Keong Mas*” and tell it to the group members. The action repeated until each member gets the turn (Task 6).

**e. Independent Construction of a Text**

- 1) In group, retell the story of *Keong Mas* by using their own words.

**3. Closing Activity (10 menit)**

- Together with the teacher, students summarize the lesson
- Doing reflection on what they have got from the lesson
- Getting feedback for the learning process.
- Getting homework and information for the next meeting
- Praying

## I. Sources

1. Poulshock, Josep. and Gakuin, Aoyama. 2011. *Media English Dialog Interactive Activities with Information Gaps*. Available at [http://www.ilinguist.net/wpcontent/uploads/2013/05/PoulshockMennis\\_h.pdf](http://www.ilinguist.net/wpcontent/uploads/2013/05/PoulshockMennis_h.pdf)
2. [www.youtube.com](http://www.youtube.com)

## J. Assessment

### 1. Assessment Indicators

Indicators of achievement	The technique	The Instrument
1. Students are able to understand the information in a spoken narrative text 2. Students are able to express the information of a narrative text 3. Retell a story with students' own words.	Performance Test	See Appendix H

### 4. Speaking Assessment Rubric

See Appendix E

Yogyakarta, March 2014

The English Teacher

The Researcher

Winarti, S.Pd .  
NIP. 19681230 199303 2 003

Ana Yupika Putri  
NIM. 10202244078

# **APPENDIX H**

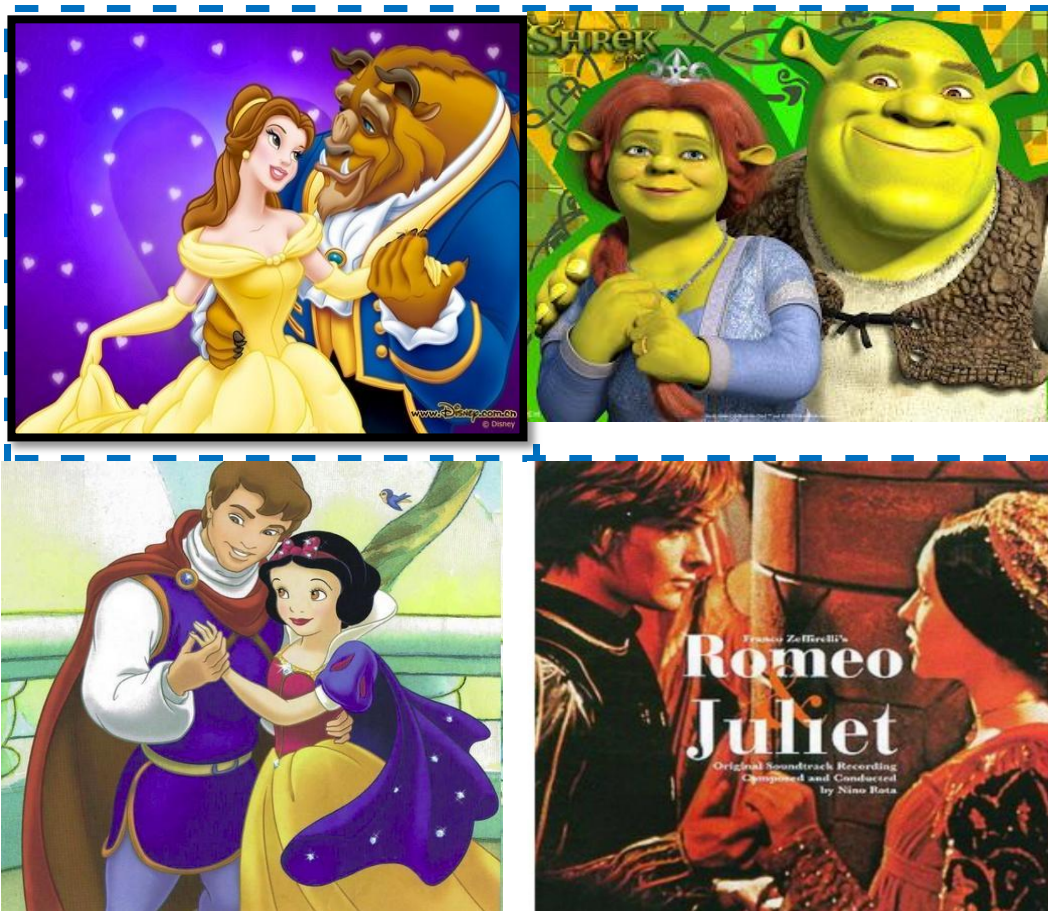
## **Learning Materials**

## The Learning Tasks and Materials of Narrative Text

### Cycle 1

#### Task 1

Look at the following pictures. Are you familiar with them? Which one is your favorite?



Source : <http://www.fanpop.com>, <http://4.bp.blogspot.com>, <http://www.hdwallpaperspin.com>

#### Task 2

Learn the meaning of the following words. Then, try to pronounce them.

No	Word	Meaning
1.	Fool /fu:l/	a person who behaves in a silly way without thinking
2.	Servant /'sɜ:.v ə nt/	a person who is employed in another person's house, doing jobs such as cooking and cleaning, especially in the past
3.	Bean /bi:n/	a seed
4.	Enormous /ɪ'nɔ:.məs/	Very large
5.	Harp /hɑ:p/	An instrument with many strings that you play with the fingers
6.	Chop /tʃɑ:p/	To cut something into pieces.
7.	Century /'sen. t ʃ ə r.i/	a period of 100 years
8.	Reunite /,ri:.ju: 'naɪt/	to bring together again
10.	Earthen /'ɜ:.θ ə n/	Made of thick and heavy soil
11.	Drunkad /drʌŋkə d/	a person who drinks large amounts of alcohol
12.	Abuse /ə'bju:z/	Behave badly, treat someone in a bad way
13.	Harsh /hɑ:rʃ/	Unkind, unpleasant, cruel
14.	Wounded/'wu:n.dɪd/	Make someone feel upset, hurt
15.	Wooden /'wʊd. ə n/	Made of wood
16.	Imprison /ɪm'prɪz. ə n/	To put someone in prison
17.	Accusation /,æk.jʊ 'zeɪ.ʃ ə n/	a statement saying that someone has done something wrong, illegal, unkind
18.	Commit /kə'mɪt/	To do something wrong
19.	Murder /'mɜ:.də r /	The crime of killing a person
20.	Nobleman /'nəʊ.bl ,mən/	The men with high social rank in society
21.	Arrest /ə'rest/	Catch
22.	Sentence /'sen.tən t s/	To decide officially what a punishment will be
23.	Sacrifice /'sæk.rɪ.faɪs/	to give up something valuable to

		help other people
24.	Ultimate /'ʌl.tɪ.mət/	Most extreme, most important

### Task 3

Watch a story entitled “The Emperor’s New Clothes”. Then, decide whether the following statements are true or false based on your understanding.

No	Statement	T/F
1.	The king was care for both his clothes and his people.	
2.	The people like their king very much.	
3.	There were two brothers who wanted to make new clothes for the king.	
4.	The king could see his new clothes made by the two brothers.	
5.	The king went to the parade by wearing his new clothes.	
6.	Everyone was pretending to see the king’s new clothes.	
7.	The king realized that he was naked because a boy said that to him.	

### Task 4

Study the following explanation about narrative text.

#### Narrative

**Purpose** : To amuse or entertain the audience. It also can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

#### Text Organization:

- Orientation in which it tells the characters of the story, the time and place of the story.
- Complication that shows a series of events in which the main character attempts to solve the problem,
- Resolution shows the ending of the story containing the solution.

**Task 5**

Listen to a story entitled “Jack and the beanstalk”. Then, complete the following table based on your understanding of the

<b>Characters</b>	
<b>How the story began</b>	
<b>Problem(s)</b>	
<b>How the story ended</b>	



### Task 6

Study the following explanation.

#### Simple Past Tense

1. Simple Past Tense is used to talk about activities or situations that began and ended in the past.

Examples:

- One day, Jack went into the castle.
- Jack did not know the name of the castle.
- Did you go to my place yesterday?

2. Most simple past verbs are formed by adding –ed to a verb.

- The merchant plucked a rose.
- Cinderella arrived home on the midnight.

3. Some verbs have irregular past forms. You can look up your dictionary to find the list of irregular verbs.

- go — went — gone
- eat — ate — eaten
- fall — fell — fallen

### Task 7

Read the following text. Decide the generic structure. After that, correct the words in the bracket into the right forms

#### The Clown who Lost His Laugh

Once upon a time there was a clown. The clown (were) sad because he had lost his laugh. He (does) not think anything was funny anymore. So he went into the woods to see if he could find his laugh.

In the woods he met the three bears. He (asks) the bears if they (know) what had happened to his laugh. The three bears (say) that a girl with golden hair had come into their house and eaten porridge, broken a chair and slept in their

beds. The bears (say) that the girl might have stolen the clown's laugh. So the clown (go) further into the woods to look for the girl with golden hair.

As luck would have it the girl with golden hair (is) walking through the woods on her way to her grandmother's house.

When the clown asked if she had seen his laugh, she said that all she had seen (was) three very angry, very hairy, growly, grizzly bears. The clown (think) this was very funny and started to laugh.

*Adapted from <http://narrative-text.blogspot.com>*

### Task 8

**Do it in pairs. Complete the following story entitled “A Father Learns a Lesson from His Son” by asking the missing parts of the story to your friend. Then, retell your whole story.**

#### Student's A sheet

##### **A Father Learns a Lesson from His Son**

Velan was a carpenter. He was living in a village. His mother dies a long time ago. His father, Kuppan, lived with Velan. Kuppan was very weak. He could not walk well. It was because Velan did not give him enough food. Velan gave his father a small earthen plate with a small quantity of rice. Velan was a bad man. He was a drunkard. After taking drinks, he often abused his father.

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One day, Kuppan was eating. Suddenly, the earthen plate fell down and broke into pieces. The food fell on the floor. Velan was working at the other rooms. He saw the broken plate. He was angry with his father and said very harsh words toward his father. The old man felt bad about it. He was sorry for his mistake. Valen's words wounded him very deeply.

Muthu saw this. He did not like his father's harsh words. He was afraid to speak against his father but he was sad about his grandfather. However, he was not powerful to support and help his grandfather.

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The carpenter was shocked to hear this. He realized his mistake. His father had looked after him very well since he was born. Now, his father was old. Velan was treating him so bad. He was very sad about his own behavior. He realized his mistakes. Velan then became a different person. From that day, he treated his father with great respect. He also gave up drinking. Velan learnt a lesson from his own son.

### Student's B sheet

#### **A Father Learns a Lesson from His Son**

Velan was a carpenter. He was living in a village. His mother died a long time ago. His father, Kuppan, lived with Velan. Kuppan was very weak. He could not walk well. It was because Velan did not give him enough food. Velan gave his father a small earthen plate with a small quantity of rice. Velan was a bad man. He was a drunkard. After taking drinks, he often abused his father.

Velan had a son. His name is Muthu. Muthu was ten years old. He was a good boy. He loved his grandfather. He did not like his father's attitude because he was treating his grandfather cruelly.

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Muthu saw this. He did not like his father's harsh words. He was afraid to speak against his father but he was sad about his grandfather. However, he was not powerful to support and help his grandfather.

The next day, Muthu took some of his father's carpentry tools and a piece of wood. He worked with the tools to make a wooden plate. His father saw him working. When Velan asked why his son made a wooden plate, Muthu answered, "I am making it for you father. When you grow old, like the grandfather, you will need a plate for food. A plate made from earth break very easily. Then I may angry with you. So, I want to give you a wooden plate. It may not break so easily.

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*Adapted from <http://www.english-for-students.com>*

### Task 9

**Make a group of six. Then, each member will have different piece of story. Complete the whole story by sharing your story with your**

### A Tale of Two Cities

Lucie was a young, beautiful girl who was in love with Charles Darnay. Lucie's father, a doctor, had been imprisoned in Paris on false accusations of having killed a woman. Lucie often went to meet her father in prison. One day, the French police got evidence that it was not Lucie's father who had committed the murder but two noblemen. The noblemen were Charles Darney's father and uncle.

When Lucie's father was released from prison, she looked after him well. Lucie's father who had been a sick man in prison, now got back to good health. He had a lawyer, Sidney, who often visited him. Sidney fell in love with Lucie.

When Sidney knew that Lucie was in love with Charles Darnay, he decided not to tell Lucie of his love for her. Charles and Lucie were married. In the year to come the French revolution destroyed the peace of Lucie and Charles. Charles was arrested and sentenced by court to be executed. He was accused of helping his uncle and father in the murder of the women.

Lucie was heartbroken. Sydney, who was by Lucie's side in these times, came up with a plan. Sydney's plan was to have Charles escape to London from Paris wearing Sidney's clothes and Sidney was the one to be executed. He told Lucie the plan. She said no. Sidney confessed his love for her and said that was his ultimate sacrifice.

He went to the prison in Paris to meet Charles. Sidney removed his clothes and exchanged it with Charles' clothes. The plan worked. Charles Darnay and Lucie escaped to London. Sidney was executed. He had made the ultimate sacrifice for the woman he loved.

*Adapted from [www.kidsgen.com/stories/classic\\_stories/a\\_tale\\_of\\_two\\_cities.htm](http://www.kidsgen.com/stories/classic_stories/a_tale_of_two_cities.htm)*

### Task 10

**Make six big groups. Then, learn a part of given story in the group. After that, form a new group and share the story you know to the new group members to complete the story.**

## ROMEO AND JULIET

Once upon a time, there lived two families, the Capulets and the Montagues. They were in a feud. Among the Montagues, there was a young man named Romeo. One day, Romeo attended the party of the Capulets. Once there, Romeo met Juliet and fell for her. The face of Juliet kept staying in his thought. Unable to sleep, Romeo returned that night to the Juliet's bedroom window.

There, he was surprised to find Juliet on the balcony, confessing her love for him. Thus, Romeo also confessed his love for Juliet. The two agreed to meet at nine o'clock the next morning to get married. Early the next morning, Romeo came to Friar Lawrence and begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the marriage might someday end the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo met his friend, Mercutio who was arguing with Tybalt, a member of the Capulet. That quarreling caused Merquito died. Romeo was angry. He then drew his sword and slew Tybalt until he died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until everything cool down. Friar Lawrence promised to inform Juliet.

On the other hand, Juliet's father had decided the time for Juliet to marry with Paris. Juliet consulted to Friar Lawrence and finally they made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion slowly disappeared. Juliet woke up calling for Romeo.

She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to take out the poison, but failed. Then Juliet put out Romeo's dagger and plunged it into her breast. She died.

*Adapted from [www.englishdirection.com](http://www.englishdirection.com)*

## The Learning Tasks and Materials of Narrative Text

### Cycle 2

#### Task 1

Look at the following pictures. Try to guess the title of the story.



Sources: <http://th01.deviantart.net>, <http://www.ceritapedia.com>, <http://2.bp.blogspot.com>,  
<http://upload.wikimedia.org>

### Task 2

Learn the meaning of the following words. Then, try to pronounce them

No	Words	Meaning
1.	Faithful /'feɪθ.fəl/	loyal
2.	Look after /lʊk 'ɑ:f.tə r/	Take care
3.	Cradle /'kreɪ.dl/	a small bed for a baby
4.	Guilty /'gɪl.ti/	Feeling guilt (bersalah)
5.	Retire /rɪ'taɪə r/	Stop working
6.	Replace /rɪ'pleɪs/	Change
7.	Cheer up /tʃɪə r ʌp /	To make someone feel better and happier
8.	Cure /kjʊə r/	Make well
9.	Fiancé fi'ʒi: n .seɪ/	Tunangan
10.	Accompany /ə'kʌm.pə.ni/	Go with
11.	Forgive > forgave /fɔ'gɪv/	Memaafkan

### Task 3

Watch the video entitled “Panyalahan Village”. Then, answer the following questions according to the video you watched.

1. Who are the characters of the story?
2. What is the problem of the story?
3. How is the story end?
4. What is the moral value you can take from the story?



### Task 4

In pairs, do the following instructions:

- Student A read the text on the projector (face the screen)
- Student B face student A and repeat what student A says.
- Continue speaking and repeating back and forth until you finish the first slide
- Then you will see the Q/A slide. Student A read the questions.
- Student B answers the questions.
- Continue until you finish all questions.

### TEXT 1

#### **Lutung Kasarung** (folklore from west java)

#### Part 1

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry. Purbararang set a bad plan with her fiancé, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. As the effect, Purbasari had bad skin. There were black dots all over her body. She had to leave the palace and lived in a jungle.

Questions:

1. Who is Purbasari and Purbararang?
2. Where did Purbararang go to set her bad plan?
3. Then, what happened to Purbasari?

## Part 2

Purbasari was very sad. Every day she spent her time playing with animals there. There was one monkey that always tried to cheer her up. The monkey had magical power. He also could talk with humans. The monkey's name was Lutung Kasarung. He planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back

Questions:

1. What did Purbasari do to spend her time?
2. Who is Lutung Kasarung?
3. What did Lutung Kasarung do to help Purbasari?

## Part 3

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to have another bad idea. She said that a queen must have a handsome husband. Purbasari was sad. She knew Purbararang's fiance, Indrajaya, was handsome. And she did not have a fiance yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang.

Questions:

1. Whom did Purbasari go to the palace with?
2. What is Purbararang' bad idea?

## Part 4

Lutung Kasarung came. Purbararang was laughing. "Your fiance is a monkey, ha ha ha." Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

Questions:

1. What is the real form of lutung kasarung?
2. What happened to the Purbararang in the end?

### Task 5

Learn the meaning of the following words. Then, try to pronounce them.

No	Words	Meaning
1.	Engaged /ɪn'geɪdʒd/	agreed to marry
2.	Approach /ə'prəʊtʃ/	Come near
3.	Valley /'væl.i/	low land between hills or mountains
4.	Snail /sneɪl/	Keong
5.	Hardship /'hɑ:d.ʃɪp/	Difficult, bad conditions
6.	Wonder /'wʌn.də r/	Want to know about something
7.	Peep > peeped /pi:p/	Look at something secretly
8.	Underwent /,ʌn.də'went/	Experienced something bad
9.	Disguise /dɪs'gaɪz/	Menyamar (give a new appearance)
10.	Ordinary /'ɔ:.dɪ.nə.ri/	Usual, common,

### Task 6

In group of four, a member of each group has to memorize a part of story in two minutes. The members return to the groups and dictate the information to the other members. The action is repeated until each member gets the turn

## TEXT 2

### Keong Mas (folklore from Java)

#### Part 1

King Kertamarta was the king of Daha Kingdom. He had two daughters, Galuh Ajeng and Candra Kirana who were pretty and kind. Chandra Kirana was **engaged** to Raden Inu Kertapati, prince of Kahuripan who was handsome and wise. Galuh Ajeng was very jealous of Candra Kirana. It was because she was interested in Raden Inu Kertapati. Then, Galuh ajeng met a witch and asked her to put a **spell** on Candra Kirana.

#### Part 2

She spread the rumour about Candra Kirana that made her had to leave the palace. When Candra Kirana walked along the beach, the witch came and spelled her become keong mas. She said that the spell would be broken if keong mas met her true love.

#### Part 3

One day, an old woman fished with her net. Incidentally, a keong mas was caught in her net. Then, she took and put it in a bowl. The next day, the old woman went to the sea again to catch fish but she caught nothing. She went home disappointedly. When she arrived at her house, she was surprised because she saw many delicious foods on the table. The old woman **wondered** who sent those foods.

#### Part 4

For many days the old woman **underwent** the similar thing. The next morning the old woman **pretended** to go to the sea. After she stepped out of her house, she **peeped** on a small hole on the wall. The old woman was so surprised. She saw keong mas turned into a beautiful girl.

#### Part 5

The woman opened the door and came inside. She asked the identity of the girl. Candra kirana answered that she was a princess that turned into a golden snail because of a witch's spell. The old woman was so shocked. She couldn't speak anymore.

### Part 6

In Kahuripan, Inu Kertapati worried about Chandra Kirana and tried to find her. He was **disguised** to an **ordinary** people. After going for days, finally Raden Inu arrived in Dadapan village. He **approached** a house to ask for water since he was very thirsty. But he was very surprised, he saw his fiancée, Candra Kirana, was cooking.

### Part 7

Candra Kirana was also surprised to meet Raden Inu Kertapati. Then, suddenly the spell was broken because of their meeting. At the same time, the old woman when home from fishing. Chandra Kirana introduced Inu Kertapati to her. Finally, Chandra Kirana went back to Daha and told her father about her **hardship**. King Kertamata was shocked after hearing Chandra Kirana's story.

### Part 8

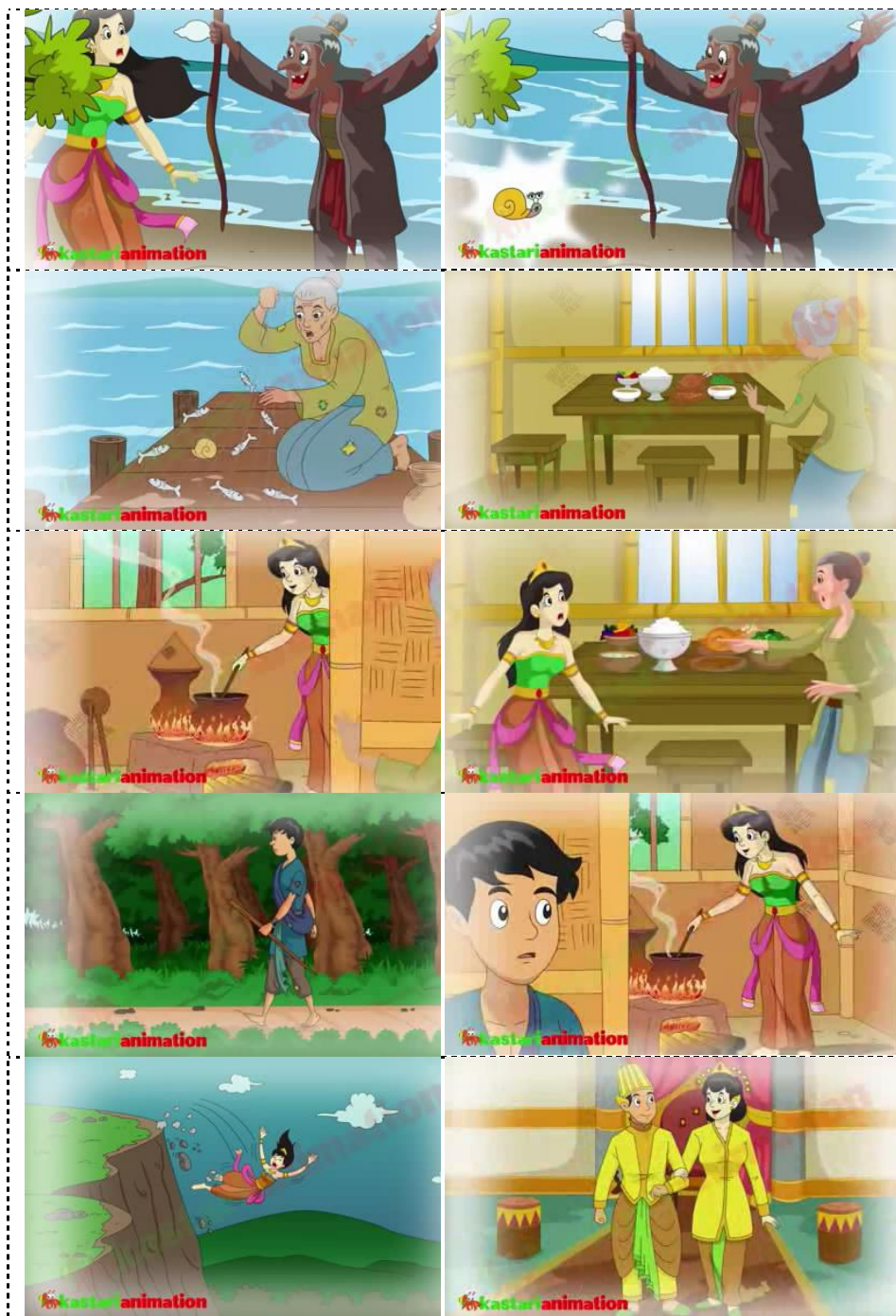
Galuh Ajeng was afraid of her father's punishment. She decided to run away from the palace. However, when she was in a forest, she got a bad luck. She fell to a **valley** and died. Finally, Raden Inu Kertapati married Candra Kirana and they all lived happily ever after.

*Adapted from: [www.ceritarakatonline.blogspot.com](http://www.ceritarakatonline.blogspot.com)*

### Task 7

Look at the following picture series. In group, retell the story with your own words.





# **APPENDIX I**

## **Students' Speaking Scores**

### The Students' Speaking Score in the Pre-Test

Students' Number	Rater 1			TS	Rater 2			TS	Mean
	F	A	V		F	A	V		
S1	1	1	1	3	1	1	2	4	3.5
S2	2	2	2	6	2	3	2	7	6.5
S3	1	1	1	3	2	2	1	5	4
S4	1	2	1	4	1	1	2	4	4
S5	1	2	2	5	1	2	1	4	4.5
S6	2	2	2	6	1	2	2	5	5.5
S7	1	1	1	3	2	2	2	6	4.5
S8	1	1	2	4	2	2	2	6	5
S9	1	1	1	3	2	1	1	4	3.5
S10	1	2	1	4	1	1	2	4	4
S11	2	1	2	5	1	1	2	4	4.5
S12	1	1	1	3	1	1	2	4	3.5
S13	1	1	2	4	1	1	1	3	3.5
S14	1	1	1	3	1	1	1	3	3
S15	2	1	1	4	1	1	1	3	3.5
S16	1	2	1	4	1	1	1	3	3.5
S17	1	1	1	3	2	2	1	5	4
S18	1	1	1	3	1	1	1	3	3
S19	1	1	1	3	2	2	1	5	4
S20	1	2	1	4	1	1	1	3	3.5
S21	1	2	2	5	1	1	1	3	4
S22	1	1	1	3	1	1	1	3	3
S23	1	1	1	3	1	1	1	3	3
S24	1	1	2	4	2	2	2	6	5
S25	2	1	2	5	2	2	2	6	5.5
S26	1	1	2	4	1	1	1	3	3.5
S27	1	1	2	4	1	1	1	3	3.5
S28	1	2	1	4	2	1	2	5	4.5
S29	1	1	1	3	2	2	2	6	4.5
S30	1	1	1	3	1	1	1	3	3
S31	2	2	1	5	2	2	2	6	5.5
S32	1	2	2	5	2	1	1	4	4.5
S33	1	1	1	3	2	2	2	6	4.5
S34	1	2	1	4	2	2	2	6	5
<b>Mean</b>	1.17	1.35	1.35	3.88	1.44	1.44	1.47	4.35	



### The Students' Speaking Score in the Progress Test

Students' Number	Rater 1			TS	Rater 2			TS	Mean
	F	A	V		F	A	V		
S1	2	2	2	6	2	2	2	6	6
S2	3	3	3	9	3	2	2	7	8
S3	2	2	3	7	2	3	3	8	7.5
S4	3	2	2	7	2	2	2	6	6.5
S5	2	2	2	6	2	2	2	6	6
S6	2	2	2	6	2	2	3	7	6.5
S7	2	2	2	6	2	2	2	6	6
S8	3	3	3	9	2	2	2	6	7.5
S9	2	2	2	6	2	2	2	6	6
S10	2	2	2	6	2	2	2	6	6
S11	2	2	2	6	2	2	2	6	6
S12	2	2	2	6	2	2	2	6	6
S13	2	2	2	6	3	2	2	7	6.5
S14	3	2	2	7	2	2	2	6	6.5
S15	2	2	3	7	2	2	2	6	6.5
S16	2	2	2	6	2	2	3	7	6.5
S17	2	2	2	6	2	2	2	6	6
S18	2	2	2	6	3	2	2	7	6.5
S19	2	2	2	6	2	2	2	6	6
S20	2	2	2	6	3	2	2	7	6.5
S21	2	2	2	6	2	2	2	6	6
S22	2	2	2	6	3	2	1	6	6
S23	2	2	1	5	3	2	3	8	6.5
S24	2	2	2	6	2	2	2	6	6
S25	2	2	2	6	3	2	2	7	6.5
S26	2	2	2	6	2	2	2	6	6
S27	2	2	2	6	2	2	2	6	6
S28	2	2	2	6	3	3	3	9	7.5
S29	3	2	2	7	2	2	2	6	6.5
S30	3	2	3	8	2	3	3	8	8
S31	1	2	2	5	3	2	2	7	6
S32	2	2	2	6	2	3	3	8	7
S33	2	2	2	6	2	2	2	6	6
S34	2	2	2	6	2	2	2	6	6
Mean	2.17	2.05	2.11	6.32	2.26	2.11	2.17	6.55	

### The Students' Speaking Score in the Post-test

Students' Number	Rater 1			TS	Rater 2			TS	Mean
	F	A	V		F	A	V		
S1	3	3	3	9	3	3	3	9	9
S2	4	3	3	10	4	3	3	10	10
S3	3	3	4	10	3	3	3	9	9.5
S4	3	3	3	9	3	3	3	9	9
S5	3	3	3	9	3	3	3	9	9
S6	3	3	3	9	3	3	3	9	9
S7	3	3	3	9	3	3	3	9	9
S8	4	3	3	10	3	3	3	9	9.5
S9	3	3	3	9	3	3	3	9	9
S10	3	3	3	9	3	3	3	9	9
S11	3	3	3	9	3	3	3	9	9
S12	3	3	3	9	3	3	3	9	9
S13	3	3	3	9	4	3	3	10	9.5
S14	4	3	3	10	3	3	3	9	9.5
S15	3	3	4	10	3	3	3	9	9.5
S16	3	3	3	9	3	3	4	10	9.5
S17	3	3	4	10	3	3	3	9	9.5
S18	3	3	3	9	3	3	3	9	9
S19	3	4	3	10	3	3	3	9	9.5
S20	3	3	3	9	4	3	3	10	9.5
S21	3	3	4	10	3	3	3	9	9.5
S22	3	3	3	9	3	3	3	9	9
S23	3	3	3	9	4	3	3	10	9.5
S24	4	3	3	10	3	3	3	9	9.5
S25	3	3	3	9	3	3	3	9	9
S26	3	3	3	9	3	3	3	9	9
S27	3	3	2	8	3	3	3	9	8.5
S28	3	3	3	9	3	3	3	9	9
S29	3	3	3	9	3	3	3	9	9
S30	3	3	4	10	3	3	3	9	9.5
S31	3	3	3	9	3	3	3	9	9
S32	3	3	3	9	3	3	3	9	9
S33	3	3	3	9	3	3	3	9	9
S34	3	3	3	9	3	3	3	9	9
<b>Mean</b>	3.11	3.02	3.11	9	3.11	3	3	9.14	

*Rater 1* : The researcher  
*Rater 2* : The collaborator

# **APPENDIX J**

## **The Attendance List**

**The Attendance List of Class VIII B SMP N 7 Yogyakarta**

No	Name	F	Meetings					
		M	1	2	3	4	5	6
1.	Alfaina Nafisah Hanun	F	S	•	•	•	•	•
2.	Amaranggana Ratih M.	F	•	•	•	•	•	•
3.	Amarul Ilma Takatsuri	F	•	•	•	•	•	•
4.	Andhika Yudha Maheswara	M	•	•	•	•	•	•
5.	Annisa Salma Rizkita	F	•	•	•	•	•	•
6.	Aulia Irisa Pramesthi	F	•	•	•	•	•	•
7.	Bella Indah Normalita	F	•	•	•	•	•	•
8.	Daffa Mohammadin F.	M	•	•	•	•	•	•
9.	Dewi Nurindah Saraswati	F	•	•	•	•	•	•
10.	Dhea Aprilia Husain	F	•	•	S	•	•	•
11.	Dias Putri Saraswati	F	•	•	•	•	•	•
12.	Fachri Ernanda Ramadhan	M	•	•	•	•	•	•
13.	Fahmi Hasan Adyatama	M	•	•	•	•	•	•
14.	Fandi Erfiawan	M	•	•	•	•	•	•
15.	Fridho Dananjoyo	M	•	•	•	•	•	•
16.	Gani Ardianto	M	•	•	•	•	•	•
17.	Isya' Geodafit A.	M	•	•	•	•	•	•
18.	Kurnia Indah Nurhayati	F	•	•	•	•	•	•
19.	Laila Zada Shaffira	F	•	•	•	•	•	•
20.	Lita Savira	F	•	•	•	•	•	•
21.	Livia Viantika	F	S	•	•	•	•	•
22.	Muhammad Anton Rifa'i	M	•	•	•	•	•	•
23.	Muh. Ramadhan Anton Alex	M	•	•	•	•	•	•
24.	Nurul Fitriyana	F	•	•	•	•	•	•
25.	Qurrota Nastiti RizqitaA.	F	•	•	•	•	•	•
26.	Raden Abyakto Manggolo P.	M	•	•	•	•	•	•
27.	Rafiyen Bondhan P.	M	•	•	•	•	•	•

28.	Rahardian Nurman Prabowo	M	•	•	•	•	•	•
29.	Ramadhan Rushardian C.	M	•	•	•	•	•	•
30.	Reza Adhitama Putra H.	M	•	•	•	•	•	•
31.	Rizka Maretta Sukarno	F	•	•	•	•	•	•
32.	Tasya Aulia Lesmana	F	•	•	•	•	S	•
33.	Thoriq Kamal Musyaffa	M	•	•	•	•	•	•
34.	Virlyta Qusnul Qotimah	F	•	•	•	•	•	•

*S : Sakit*

# **APPENDIX K**

## **Photographs**

## PHOTOGRAPHS



**Pictures 1: The students are listening to the explanation seriously**



**Pictures 2: The teacher is walking around the class to check students' activities**



**Pictures 3: The students are enthusiastically doing the information gap activities**



**Pictures 4: The students are retelling the story in front of the class**



# **APPENDIX L**

## **Letters**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0154/UN.34.12/DT/II/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

6 Februari 2014

Kepada Yth.  
Walikota Yogyakarta  
c.q. Kepala Dinas Perizinan Kota Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***THE USE OF INFORMATION GAP ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII STUDENTS AT SMP N 7 YOGYAKARTA***

Mahasiswa dimaksud adalah :

Nama : ANA YUPIKA PUTRI  
NIM : 10202244078  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – April 2014  
Lokasi Penelitian : SMP N 7 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMP N 7 Yogyakarta



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

operator2@yahoo.com

**SURAT KETERANGAN / IJIN**

070/REG/137/2/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0154/UN.34.12/DT/II/2014**  
Tanggal : **6 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat:
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ANA YUPIKA PUTRI** NIP/NIM : **10202244078**  
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **THE USE OF INFORMATION GAP ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII STUDENTS AT SMP N 7 YOGYAKARTA**  
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
Waktu : **7 FEBRUARI 2014 s/d 7 MEI 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal **7 FEBRUARI 2014**  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



**Tembusan:**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. WALIKOTA YOGYAKARTA C.Q DINAS PERIJINAN KOTA YOGYAKARTA
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN





## PEMERINTAH KOTA YOGYAKARTA

**DINAS PERIZINAN**

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

**SURAT IZIN**

NOMOR : 070/0424  
0776/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/REG/VI/137/2/2014 Tanggal : 07/02/2014
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : ANA YUPIKA PUTRI NO MHS / NIM : 10202244078  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Drs. Samsul Maarif, M.A.  
Keperluan : Melakukan Penelitian dengan judul Proposal : THE USE OF INFORMATION GAP ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII STUDENTS AT SMP N 7 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta  
Waktu : 07/02/2014 Sampai 07/05/2014  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

ANA YUPIKA PUTRI

Dikeluarkan di : Yogyakarta  
pada Tanggal : 7-2-2014

An. Kepala Dinas Perizinan  
Sekretaris



ENY RETNOWATI, SH  
NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Setda DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMP Negeri 7 Yogyakarta



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN

**SMP NEGERI 7 YOGYAKARTA**

Jln Wiratama No. 38 Yogyakarta Kode Pos : 55244, Telp: (0274) 561374 Fax (0274) 561374

E-MAIL : [smpn7@gmail.com](mailto:smpn7@gmail.com)

HOT LINE SMS : 08122780001 HOT LINE E-MAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id) WEBSITE : [www.jogjakota.go.id](http://www.jogjakota.go.id)

**SURAT KETERANGAN**

Nomor : 070/228/2014

Yang bertanda tangan di bawah ini Kepala SMP Negeri 7 Yogyakarta, dengan ini menerangkan bahwa :

N a m a	: ANA YUPIKA PUTRI
Pekerjaan/Jabatan	: Mahasiswa
N I M	: 10202244078
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta

Benar benar telah melakukan penelitian dengan judul **"The Use Of Information Gap Activities to Improve the Students Speaking Skill of Grade VIII Students at SMP Negeri 7 Yogyakarta"** yang dilaksanakan pada 24 Februari s.d April 2014.

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar yang berkepentingan maklum dan dapat dipergunakan sebagaimana mestinya

Yogyakarta, 19 Juni 2014

Kepala Sekolah,

  
Dra. NURYANI AGUSTINA  
NIP. 19610825 198103 2 001

